

Agency Coordination for

YOUTH PREVENTION & INTERVENTION

October 2020

TEXAS
JUVENILE★JUSTICE
DEPARTMENT



Texas Department of
Family and Protective Services



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Executive Summary

The following report was prepared by the Texas Department of Family and Protective Services, the Texas Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department in accordance with Article IX, Section 17.05 of the 2020-2021 General Appropriations Act. The named state agencies were directed to coordinate the delivery of juvenile delinquency prevention and dropout prevention and intervention services. Additionally, this group was required to submit a report to the Legislative Budget Board providing detailed monitoring, tracking, utilization, outcome, and effectiveness information on all juvenile delinquency prevention and dropout prevention and intervention services for the preceding five fiscal year period.

To carry out this work, an interagency workgroup was formed with representation from the four named state agencies. The interagency workgroup collaborates to achieve the following goals:

1. to increase interagency understanding of state programming regarding juvenile delinquency prevention and dropout prevention and intervention services;
2. to identify key considerations in service coordination, planning, and delivery; and
3. to identify opportunities to enhance the coordination, planning, and delivery of prevention and intervention services.

In the following report, each of the named agencies summarizes its juvenile delinquency prevention and dropout prevention and intervention efforts by providing a snapshot of services, eligibility criteria, and outcomes from each program for which data is tracked. The complete matrix is found in Appendix A. Additionally, each agency submits brief overviews of its dropout and delinquency prevention efforts, including monitoring information, outcomes, and available data.

This report includes the legislatively-required information and a description of coordination activities accomplished by the workgroup to date. The report also includes an examination of the continuing impact of truancy reform enacted by the 84th Texas Legislature on the delivery of dropout prevention and delinquency prevention and intervention services; the prevalence of serious mental health concerns in youth served by these prevention and intervention programs; and opportunities to further improve the coordination of services.

Section 1: Legislative Charge

Article IX, Section 17.05 of the 2020-2021 General Appropriations Act reads as follows: From funds appropriated above for the purpose of juvenile delinquency prevention and dropout prevention and intervention services, the Department of Family and Protective Services, the Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department shall coordinate the delivery of juvenile delinquency prevention and dropout prevention and intervention services. Juvenile delinquency prevention and dropout prevention and intervention services are programs or services that are aimed at preventing academic failure, failure on state assessments, dropout, juvenile delinquency, truancy, runaways, and children living in family conflict. Each of the agencies listed above shall coordinate services with the others to prevent redundancy and to ensure optimal service delivery to youth at risk of engaging in delinquency and/or dropping out of school. Programs shall demonstrate effectiveness through established outcomes. Not later than October 1 of each year, the agencies shall provide to the Legislative Budget Board, detailed monitoring, tracking, utilization, outcome, and effectiveness information on all juvenile delinquency prevention and dropout prevention and intervention services for the preceding five fiscal year period. The reports shall include information on the impact of all juvenile delinquency and dropout prevention and intervention initiatives and programs delivered or monitored by the agencies.

Section 2: Interagency Workgroup: A Shared Understanding

Through coordination of services, the workgroup members of the agencies named in Rider 17.05 established a shared understanding of priorities that will lead to optimal success in supporting positive youth development and decreasing dropout and delinquency rates. These priorities include the following:

- (1) Preventing or mitigating the impact of adverse childhood experiences (ACEs), including trauma, which impact the way children and youth think, learn, and behave. According to the Center for Disease Control, the developing brain is highly sensitive to the presence of stress hormones. When present in high levels and/or over long periods, stress hormones can physically alter structures in a child's brain that control decision-making, regulation of emotions, and the processing of information. Programs that prevent or mitigate the impact of ACEs increase resilience and strengthen children and youth, thus leading to a reduction in the broad burden ACEs place on education, justice, and health and human service systems.¹
- (2) **Implementing interventions that target both risk factors and protective factors linked to reducing dropout and delinquency.** To holistically reduce dropout and delinquency rates, it is essential to both target those child and youth with the highest risk factors and to teach them protective factors that build their resilience to inevitable life challenges so that they are more successful at home, in school, and as adults.
- (3) **Aligning and coordinating with other programs that target common risk and protective factors.** A strong interconnectedness exists among dropout, delinquency, and other social problems, such as truancy, substance abuse, abuse and neglect, suicide, teen pregnancy, and domestic violence. Prevention efforts that focus exclusively on one domain and fail to acknowledge the strong interconnectedness among risk factors stunt state goals to reduce negative outcomes and increase positive outcomes.
- (4) Recognizing the roles of families, schools, and communities in increasing protective factors and decreasing risk factors among children and youth. Many risk and protective factors for dropout, delinquency, and other social concerns of children and youth are attributes of their families, schools, and communities. Families, schools, and communities can serve as milieus for interventions and as the targets of intervention effort.
- (5) Viewing prevention and intervention efforts as a continuum and on-going endeavors. Resiliency develops over time, building upon protective factors, such as relationships established in early childhood, and evolving as a child grows into school age and adolescence. Just as youth may require "booster" shots to extend the protection of childhood vaccinations, youth will benefit from regular doses of prevention and intervention efforts tailored to their evolving developmental needs.
- (6) **Recognizing the research-based connection between mental health and dropout rates.** Canadian researchers found that older teens living with depression are twice as likely to drop out of high school than their peers without depression. This was the first study of its kind to assess depression symptoms among high school students the year before dropout.²

¹ See the Centers for Disease Control and Prevention <http://www.cdc.gov/violenceprevention/acestudy/>

² "Depressed High School Students More Likely to Drop Out", Psych Congress, December 11, 2017
<https://www.psychcongress.com/news/depressed-high-school-students-more-likely-drop-out>

Section 3: An Overview of Juvenile Delinquency and Dropout Prevention and Intervention Services in Texas

Texas Department of Family and Protective Services (DFPS)

Prevention and Early Intervention Programs

The Prevention and Early Intervention (PEI) Division within DFPS was created by statute in 1999 and is charged with leading the state in child maltreatment prevention activities and strategies. PEI contracts with community-based agencies and organizations to provide services designed to prevent the abuse, neglect, delinquency, and truancy of Texas children. Services are voluntary and are provided at no cost to participants; however, not all services are available statewide. While DFPS considers all of its prevention efforts that are aimed to strengthen families and outcomes for children to have a preventative effect on juvenile delinquency and school drop-out, some are more targeted to older children and positive outcomes during that time in a young person's life. Those programs are the *Community Youth Development (CYD)* and *Statewide Youth Services Network (SYCN)* programs.

An analysis of Texas rates of dropouts and delinquency show a disparate number of children and youth of minorities and/or from high-risk communities in the juvenile justice system and truancy courts. CYD and SYCN have the opportunity and a demonstrated, historical impact to affect a positive change for youth enrolled in programming. Additionally, these two programs target children and youth in high-risk areas. As such, these programs have the opportunity to address disparities by improving outcomes for children and youth belonging to a minority or high-risk community.

Monitoring, Tracking, and Effectiveness

PEI monitors contracts through a statewide monitoring plan based on an annual risk assessment of contracted providers that includes analysis of fiscal, administrative, and programmatic areas. Contracts are also regularly monitored through a review of data and reports from the Prevention and Early Intervention Reporting System (PEIRS) and of quarterly program reports submitted by each contractor. If a deficiency or concern is identified regarding contract performance, contract managers and/or program specialists work with contractors to implement a Corrective Action Plan. Performance outcomes, outputs, and efficiencies are listed below by fiscal year.

Community Youth Development

Through the Community Youth Development (CYD) program, PEI provides funding and technical assistance to community-based organizations that foster positive youth development and build healthy families and resilient communities. CYD contractors provide juvenile delinquency prevention services in 23 targeted zip codes with a high incidence of juvenile crime and other risk factors. Communities prioritize and develop prevention services according to local needs. Core programmatic components include mentoring, youth leadership development, and parental involvement, as well as ancillary programming providing life-skills classes, conflict resolution, tutoring, career preparation, and recreation. The 83rd Legislature increased funding for CYD to include additional zip codes starting in Fiscal Year 2017. As a result, additional service areas were added in Fiscal Year 2018, including the expansion of the service areas into 2 new counties – Willacy and Webb Counties. CYD now serves 15 Texas counties.

Client Eligibility: Youth ages 6-17, with a focus on youth ages 10-17, who live in or attend school in one of the designated zip codes

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 1. Community Youth Development

	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Percentage of CYD youth not referred to juvenile probation	98.6%	98.3%	98.4%	98.14%	98.10%
Annual number of youth served	16,526	15,538	15,159	17,324	19,219
Average monthly number of youth served	5,951	5,836	5,083	8,323	9,317

Source: DFPS Databook

STATEWIDE YOUTH SERVICES NETWORK (SYSN)

The Statewide Youth Services Network (SYSN) program creates a statewide network of youth programs aimed at positive youth development for youth ages 6 to 17. PEI funds allow state-level grantees to identify areas that may benefit from additional resources and target specific support to local communities. Examples of service provided through SYSN include mentoring and youth skills development. This program utilizes evidence-based prevention services that work to prevent juvenile delinquency and create positive outcomes for youth by increasing protective factors.

Client Eligibility: At-risk youth between the ages of 6-17 years of age, with an emphasis on youth ages 10-17.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 2. Statewide Youth Services Network

	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Percentage of SYSN youth not referred to juvenile probation	98.6%	98.8%	98.8%	98.59%	98.9%
Annual number of youth served	4,198	4,015	3,866	3,718	3,964
Average monthly number of youth served	2,345	2,330	2,296	2,728	3,038

Source: DFPS Databook

Texas Juvenile Justice Department (TJJD)

PREVENTION AND EARLY INTERVENTION PROGRAMS

The Prevention and Early Intervention Programs of the Texas Juvenile Justice Department (TJJD) are authorized in section 203.0065 of the Texas Human Resources Code. The programs were first initiated in early 2012 when the Texas Juvenile Justice Board established a community-based prevention and early intervention funding strategy from existing resources. Beginning in Fiscal Year 2014, TJJD received a legislative appropriation to support this strategy.

Section 203.0065 of the Texas Human Resources Code defines prevention and intervention services as “programs and services intended to prevent or intervene in at-risk behaviors that lead to delinquency, truancy, dropping out of school, or referral to the juvenile justice system.” The statute defines populations to be served through these services are at-risk youth, ages six through 17 years old and their families.

Probation departments collaborate with a variety of providers to offer a range of services to youth ages 6 to 17 years who are at increased risk of later involvement with the juvenile justice system. Some departments collaborate with local community youth service organizations to provide educational assistance, mentoring, character development, and skills building (e.g., problem solving, anger management, conflict resolution skills, etc.) after school or during summers. Other departments focus on providing parents of at-risk youth with the skills, services, and supports they need to better manage their children’s challenging behaviors.

Through a competitive request for proposals process in early 2012, TJJD initially awarded \$1.4 million in grant funds to 24 probation departments to implement prevention and early intervention programs for youth who were not under departmental supervision, but who were identified to be at increased risk of delinquency, truancy, dropping out of school, or referral to the juvenile justice system. Since then, TJJD has increased funding and added several grants. Prevention and early intervention grant funds were provided to support 35 counties in Fiscal Year 2019, totaling \$3,013,377.

Monitoring, Tracking, and Effectiveness

Contracts for the prevention and early intervention services are regularly reviewed through the submission of annual fiscal and programmatic reports, monthly data provision, and quarterly data reports. If a deficiency or issue is identified regarding performance, TJJD staff works with grant recipients to immediately remedy the situation. Data is analyzed to assess rates of successful program completion and the prevention programs’ impact on participants’ likelihood to be formally referred to the juvenile justice system. Additionally, agreements with the Texas Education Agency facilitate data matches for participants with parental consent to assess the prevention programs’ impact on discipline referrals, school absences, and graduation rates for students aged 17 and up.

Available performance outcomes, outputs, and efficiencies for fiscal years 2015-2019 are listed below:

Table 3. TJJD Prevention and Early Intervention Programs

	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Number of youth who started in program during the fiscal year	2,844	3,083	3,046	3,140	2,693
Number of youth who ended the program during the fiscal year	2,800	3,328	2,766	3,006	3,239
Percentage of youth completing prevention program successfully	90.6%	90.6%	92.1%	92.0%	93.5%
Percentage of eligible youth not referred to juvenile probation during program participation	95.5%	96.7%	96.8%	Oct. 2020	Available Oct. 2021
Number of youth for whom consents were received (not unduplicated)	1,295	1,587	1,467	Oct. 2020	Available Oct. 2021
Percentage of youth with the same or fewer school absences	61.3%	60.5%	55.5%	Oct. 2020	Available Oct. 2021
Number of youth with discipline referrals (not unduplicated)	792	804	857	Oct. 2020	Available Oct. 2021
Percentage of youth with the same or decreased number of discipline referrals	80.1%	77.9%	80.3%	79.6%	Available Oct. 2021

Data indicate that 2,693 youth started a TJJD-funded prevention and early intervention programs during fiscal year 2019. On average, program participants were younger (age 12) than youth formally referred to juvenile probation departments (age 15). For the 3,239 youth who ended their participation in a program in fiscal year 2019, 52.9% were male and 47.1% were female. Approximately 85.1% of the youth served were members of a racial or ethnic minority group. Successful completions accounted for 93.5% of programs that ended during the fiscal year, while 6.5% of programs ended unsuccessfully because the youth failed to comply with the terms of the program.

The average length of services varied with the type of program provided, from time-limited intensive activities to year-round community-based out-of-school programs, with an average of 206 days in programming. Programs ending successfully had a longer average length of stay compared to programs ending unsuccessfully, 212 days versus 129 days, respectively. The average length of stay for the 35 prevention and intervention programs ranged from 5 days to 646 days, and are grouped as follows:

- Nine programs – less than 100 days
- Thirteen programs – between 100 and 199 days
- Ten programs – between 200 and 299 days
- Three programs – 300 days or more

The majority, or 74.3%, of program participants did not have a prior referral. Of the 832 program participants with a prior referral, 94.5% had a prior referral for a status offense or a conduct indicating a need for supervision (CINS) offense. Program participants with a prior referral had, on average, only one prior referral.

TJJD received data from the Texas Education Agency on students with a consent form signed by a parent or guardian. An analysis of this data compared student absence rates and disciplinary referrals during the twelve-weeks prior to entering a TJJD-funded prevention and intervention program and the twelve-weeks after program completion. For students completing a program in fiscal year 2018 and included in this analysis (N=1,334), 45.5% experienced a decrease in absence rates after program exit, while 8.4% maintained their absence rate after program exit. In sum, 53.9% of students included in the analysis were able to maintain or have fewer absences after program participation.

Additionally, among students completing a program in fiscal year 2018 and included in this analysis (N=695), 55.4% continued to have the same number of disciplinary referrals after program exit, while 24.2% experienced a decrease in the number of disciplinary referrals after program exit. In sum, 79.6% of students included in the analysis were able to maintain or have fewer disciplinary referrals after program participation.

The Texas Education Agency also provided high school graduation and high school equivalency certificate information on students with a consent form signed by a parent or guardian. For students completing a TJJD-funded prevention and intervention program between fiscal years 2012 and 2018 and included in this analysis (N=7,745), 14.0% graduated high school or earned a high school equivalency certificate sometime between the start of the 2010-2011 school year and the end of the 2018-2019 school year. Of the students that did not graduate high school nor earn a high school equivalency certificate, 80.1%, were age 17 or younger at the end of the 2018-2019 school year.

Appendix A describes the programs by county and includes funding amounts, number of students served, counties served, eligibility, data elements collected, and evidence of effectiveness.

Texas Education Agency (TEA)

The Texas Education Agency (TEA) provides state and federal grants to school districts, charter schools, non-profit organizations, and other eligible entities to implement dropout prevention related services for grade K-12 students who are identified as at-risk of dropping out of school. Specifically, TEA administers numerous services and programs aligned with best-practice research to mitigate barriers for students at-risk of dropping out of school. Throughout this report an overview of these programs and services are outlined.

Division of Highly Mobile and At-Risk Student Programs

The Highly Mobile and At-Risk Student Programs Division was established in 2017 to improve resources and supports to address the needs of highly mobile and at-risk students. Specifically, this Division serves special populations including foster care, homeless, military connected, pregnancy related services, child abuse and neglect reporting, human trafficking prevention, and mental and behavioral health. In addition to serving these specific populations, the Division participates in several state stakeholder advisory and legislatively required committees to strengthen collaboration and services for at-risk students. In response to the COVID-19 pandemic, to support districts with mitigating challenges and providing guidance for highly mobile and at-risk students, the Division created several FAQ documents, tools, resources, and templates. Visit [TEA COVID-19 Special Populations](#), Highly Mobile and At-Risk for more information. Additionally, to address mental and behavioral health see, [TEA COVID-19 General Support](#), Mental Health.

Greater details concerning each program area are provided below:

Table 4. Student Group by Enrollment, Texas Public Schools (2018-2019)

	Total Number	Percent of Population
Foster Care	17,451	.3%
Homeless	78,296	1.4%
Military	105,787	1.9%
Total Number of At-Risk Students	2,776,481	51%
Total Number of Students	5,493,940	100%

Foster Care and Student Success Initiative:

The TEA Public Education Information Management System (PEIMS) Snapshot for school year 2019-2020 identified 17,451 students in foster care enrolled in Texas Public schools.² Graduation and dropout rates are available, based on school district reported data, for the second time due to Every Student Succeeds Act (ESSA) and new State Education Agency (SEA) data reporting requirements. See the chart below for graduation and dropout rates for students in foster care in 2019 and 2018.

² Due to similarly reported data from Texas Department of Family and Protective Services during this same period, Texas schools are under-reporting students in foster care, by about 13,000 students.

Table 5. Graduation and Dropout rates for students in foster care, 2019-2018

Year	Graduation Rate	Dropout Rate
2019	62.6%	25%
2018	58.2%	25.7%

- In 2019, the graduation rate for students in DFPC managing conservatorship increased by 4.4% while the dropout rate decreased by 0.7%.
- TEA is in the process of updating the Texas Foster Care and Student Success Resource Guide and will make it available in the 20-21 school year.
- TEA adopted Commissioner Rules³ concerning school transitions for students who are in substitute care⁴ and students experiencing homelessness, to support implementation of TEC § 25.007. These rules define how districts must support students, in the event of a school move, and ease the burden of school transitions.
- TEA continues to serve on the Supreme Court of Texas Children’s Commission Foster Care Education Committee and related work groups in collaboration with interagency stakeholders to develop tools and resources to support improving student education outcomes.
- Information regarding TEA Foster Care and Student Success is available on the agency’s [webpage](#).

Texas Education for Homeless Children and Youth (TEHCY) Program:

The PEIMS snapshot data for the 2019-2020 school year identified 78,296 students as homeless. This was an increase from 72,782 in 2018-19 (5,514 or 7.57%). In 2019-2020, 1.4% percent of all students in the state were identified as homeless, which was a slight increase from 2018-2019 (1.3%). ESSA, states are required to report graduation and dropout rates for students experiencing homelessness. The chart below provides graduation and dropout rates from 2016 to 2019.

Table 6. TEHCY Graduation and Dropout Rates, 2016-2019

Year	Graduation Rate	Dropout Rate
2019	79.8%	12.6%
2018	80%	11.8%
2017	72.1%	17.7%
2016	73%	16%

Graduation rates decreased slightly (0.2%), as compared to 2018, and dropout rates increased by 0.8%. These percentages remain improved from the graduation and dropout rates reported in 2017 and 2016. Additionally, TEHCY 2019-2020 Program Initiatives are listed below:

- **Sub-Grants to LEAs** - Texas Education for Homeless Children and Youth (TEHCY) continuation sub-grant. Over \$6.5 million was distributed to 75 subgrantees, including 71 local education agencies (LEAs), and 4 regional education service centers (ESCs), serving a total 120 LEAs and increasing local supports for homeless students in Texas public schools.
- **ESC Capacity Building Grants** - TEHCY ESC Capacity grants of \$25,000 were awarded to all twenty ESCs to strengthen statewide, regional, and local support and infrastructure to serve homeless students in Texas schools. ESC grantees assist the agency with technical assistance, professional development, community collaboration, and dissemination of program materials to support

³ Chapter 89. Adaptations for Special Populations. Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care

⁴ Students in substitute care or “foster care” are students in the managing conservatorship of the Texas Department of Family and Protective Services.

implementation of best practices and strategies for identification, enrollment, academic progress monitoring, and services for all Texas students experiencing homelessness.

- **Technical Assistance Center** - TEHCY Technical Assistance, Professional Development, and Support Grant was awarded to ESC Region 13 to assist TEA with administration and implementation of the TEHCY program, including providing statewide technical assistance, creating, and implementing professional development materials, and supporting priority agency initiatives in coordination with TEA program staff.
- **Statewide Summit** - TEHCY Program Summit Grant was awarded to **Texas Network for Youth Services (TNOYS)**. TNOYS will assist TEA with development and implementation the TEHCY Program Summit. The two-and-a-half-day summit will provide a variety of professional development tracks for TEHCY Subgrantees, LEAs, ESCs, and stakeholders with best practices and innovative program models to increase the identification, enrollment, and to address the unique educational needs of students experiencing homelessness. The goal of the grant is to increase the TEHCY Summit attendance from 200 to 500 participants (150% increase). Due to COVID-19, the summit will occur on a virtual platform on September 15th and 17th, 2020.
- **Updated Awareness Poster and Distribution** - TEHCY McKinney-Vento Posters were redesigned and disseminated to all twenty ESCs to support TEA with statewide distributions to every school district, including open-enrollment charter schools.
- **Rule Updates** - Effective March 30th, 2020, TEA adopted Adaptation of New 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter FF, Commissioner's Rule Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care, based on TEC §25.007. The rule establishes new processes, procedures, and requirements to support school transitions of students who are homeless or in substitute care, in the event of a school move.

For more information regarding [Texas Education for Homeless Children and Youth \(TEHCY\) Program](#), visit the agency's website.

Military Connected Youth:

Texas has the second highest identified military connected student population in the United States. A total of 105,787 military connected students were enrolled in Texas public schools for the 2019-2020 school year. Graduation and dropout rates became available for the first time in Fall 2018, due to new ESSA data reporting requirements.

Table 7. Graduation and dropout rates for military connected students in 2019 and 2018

Year	Graduation Rate	Dropout Rate
2019	95.4%	2.2%
2018	95.8%	2.2%

- In 2019, military connected students graduated at similar rates to 2018, with 0.4% decrease in graduation rates and the same dropout rates (2.2%).
- A military-connected student is a dependent of a member of the U.S. military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; the Texas National Guard; or a reserve force in the U.S. military.
- As a result of the 86th Texas Legislative Session, schools are also required to identify students with a parent/guardian who are veterans or a member in the U.S. military or reserve force who have fallen in the line of duty.
- For the first time, TEA is awarding the Purple Star Campus designation, a special honor, created by the 86th Texas Legislature through SB 1557, in October for the 2020-2021 school year. The Purple Star Campus Designation recognizes Texas district and charter schools that show their support and

commitment to meet the unique needs of military-connected students and their families. Selected schools will also have their designation featured on the Txschools.gov webpage.

- TEA continues to increase the awareness across the state regarding the military student identifier and the Interstate Compact on Educational Opportunity for Military Children to ensure military-connected students are properly served in Texas public schools. For more information regarding the [Military Connected Child Education Program](#) visit the agency's website.

Pregnancy Related Services Program:

TEA provides a Pregnancy Related Services (PRS) program with State Compensatory Education funds, for at-risk students who are pregnant or parenting [Texas Education Code \(TEC\) 19 §29.081\(d\)](#). A total of 6,958 students received PRS related services in 2019-2020 school year. Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy, prenatal, and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program, as they are mandatory. The programs are designed to help students adjust academically, mentally, physically and stay in school.

- In 2019, the 86th Texas Legislature passed HB 3, requiring the Public Education Information Management System (PEIMS) to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school (TEC § 48.009).
- TEA's Financial Compliance Department has developed resources for LEAs to ensure detailed required documentation is completed properly and accessible for audit purposes. These resources can be found on the [TEA Pregnancy Related Services \(PRS\) webpage](#).
- The rules for operation of a PRS program can be found in the Texas Administrative Code (TAC): 19 TAC §129.1025 and the [Student Attendance Accounting Handbook 2019-2020 Version 2, Section 9 Pregnancy Related Services \(PRS\)](#).

Child Abuse and Neglect Reporting and Human Trafficking Prevention:

The Texas Education Agency (TEA) amended its child abuse prevention, mandatory reporting, and educator training requirements to include human trafficking, in alignment with updates to state law concerning the definition of child abuse and neglect ([TAC § 61.1051, Subchapter EE, Commissioner's Rules on Reporting Child Abuse or Neglect, including the Trafficking of a Child](#)). This rule became effective on November 6, 2019. As a part of this policy update, LEAs are required to include human trafficking in their child abuse prevention policy and address the following: increasing awareness of prevention techniques and warning signs; detailing the actions a child who is a victim should take to seek assistance; and sharing available counseling options for impacted students, parents, and staff.

To support the implementation of these new requirements, TEA created a free training module that will be available in the Fall of 2020 in the [Texas Gateway](#). The module is comprised of 11 units to meet educator and school staff training requirements. The module can be used in coordination with existing child abuse prevention mandatory training or in collaboration with training by local community partners.

Additionally, the 86th Texas Legislature passed HB 403 in 2019, creating mandatory training on human trafficking for superintendents and school board trustees.

TEA is partnering with the Office of the Governor and other stakeholders to increase the capacity of Texas schools to recognize and report human trafficking. TEA is also a member of the Statewide Human Trafficking Prevention Task Force.

More information about child abuse and neglect, human trafficking prevention, and educator mandatory

reporting training requirements can be found on TEA's website under [Safe and Healthy Schools](#).

Mental and Behavioral Health Supports:

An estimated one in five students struggles with a mental or behavioral health challenge. TEA is implementing new laws and developing resources to support schools in addressing students' mental and behavioral health needs.

Update Best Practices List:

- TEC §38.351 requires TEA to develop and annually update a list of recommended best practice-based programs and research-based practices for school mental health, in coordination with the Texas Health and Human Services Commission and Education Service Centers (ESCs).
- TEA updated its comprehensive mental and behavioral health [webpage](#) to reflect new requirements identified by the 86th Texas Legislature. TEA is in the process of updating and redesigning the webpage for ease of use and viewership. For example, the Grief and Trauma Informed Practices webpage was upgraded with new features to support schools with selecting resources for training and implementation of grief and trauma informed care policies and training required under TEC §38.036.
- The website hosts hundreds of resources for schools on eleven statutory components, including: early mental health prevention and intervention; mental health promotion; substance abuse prevention and intervention; suicide prevention/intervention/postvention; grief-informed and trauma-informed practices; building skills related to managing emotions, establishing and maintaining positive relationships and responsible decision making; positive behavior interventions and supports; safe and supportive school climate; positive school climate; and positive youth development.

86th Texas Legislature Law Implementation (SB 11, HB 18, HB 906):

- Under SB 11, TEA developed and facilitated a rubric to inventory regional and statewide mental health resources with several state agencies, ESCs, and stakeholders. The agency used the rubric to help inform a Statewide Plan for Student Mental Health.
- TEA integrated mental and behavioral health and all related training requirements from HB 18 into the comprehensive Safe and Supportive School Program (SSSP), scheduled to be effective in Commissioner Rule, Fall 2020.
- TEA also supports HB 906 and has appointed a School Mental Health Task Force which the agency supports in its work in 2020 to begin evaluating school-based mental health services and training. This includes three Institutions of Higher Education volunteering time to support data collection and analysis for the Task Force, which will provide legislative reports per statute.

Increased Coordination with Texas Health and Human Services Commission (HHSC):

- Collaboratively updated TEA's Mental and Behavioral Health Best Practice List.
- Developing guidance on how Local Mental Health Authorities and Local Educational Agencies can work together to access and implement best-practice resource lists.
- Working together to develop guidance on how school districts can access and bill Medicaid funding to support mental health.
- TEA participates in collaborative committees and workgroups, such as HHSC's Statewide Mental and Behavioral Health Coordinating Council and the United Services for All Children Advisory (USAC).
- Collaborating to implement Substance Abuse and Mental Health Administration, Project AWARE Texas (see below).

Project AWARE (Advancing Wellness and Resiliency in Education) Texas:

- TEA wrote a federal grant to the SAMHSA following Hurricane Harvey and was awarded a five-year grant for approximately 10 million dollars (2019-20 to 2024-25). This competitive grant award

provides funding for mental health professionals in 5 school districts impacted by Hurricane Harvey and three education service centers.

- The project works with TEA, Health and Human Services Commission (HHSC), and stakeholders to pilot evidence-based practices and tools developed by the Hurricane Harvey Task Force on School Mental Health.
- Partners in the project include HHSC, Office of Mental Health Coordination, and Texas Institute for Excellence in Mental Health at the University of Texas at Austin.
- Project AWARE Texas and the TEA mental and behavioral health manager support the Safe and Supportive School Program (SSSP) under SB 11. This includes collaborating with the SSSP program manager, the Texas School Safety Center, collaborating on rulemaking, identifying best practice resources, developing training, and supporting interagency coordination for school mental health for a comprehensive approach to school safety.

Amachi Texas (Mentoring)

Amachi Texas is authorized by the General Appropriations Act, Article III, Rider 50, 86th Texas Legislature, 2019. Amachi Texas provides one-to-one mentoring for youth ages 6–14 whose parents or family members are incarcerated, on probation, or recently released from the prison system. The youth that are served are referred through partnerships such as agreements with the Texas Department of Criminal Justice, prison fellowship and re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Ongoing supervision, support, and training for volunteers are provided to support retention of mentors. Services include match-support and group activities for the volunteers, families, and students served.

Big Brothers Big Sisters (BBBS) Lone Star is directed by statute to implement the Amachi mentoring program statewide. BBBS Lone Star subcontracts with eight BBBS agencies throughout Texas to provide mentoring for children of incarcerated adults.

Monitoring, Tracking, and Effectiveness

Progress reports are provided to TEA quarterly. BBBS Lone Star reports outcomes to the Texas Education Program annually. TEA has assigned a program specialist to monitor quarterly data reports and the final annual report of program outcomes. TEA program staff convenes meetings with BBBS leadership during the school year in order to provide guidance and to ensure the program is on track to accomplish goals.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 8. Amachi Texas Mentoring

Descriptions	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Total number of matches/students served during the grant year	1,451	1,425	1,405	1,332	1,141
Total number of matches still open at the end of the grant period	919	956	968	824	692
Percentage of matches eligible for six months sustainability that were sustained for six months	86%	89%	83%	90%	86%
Percentage of matches eligible for twelve months sustainability that were sustained for twelve months	58%	58%	65%	59%	58%
Percentage of students who were mentored for at least six months that were referred to the juvenile justice system	2.1%	0.9%	1.4%	1.2%	1.8%
Number and percentage of students who were mentored for at least six months who were referred to a disciplinary alternative placement (AEP) at school	3.8%	3.4%	2.8%	3.0%	2.3%

Descriptions	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Percentage of mentored students who were promoted to the next grade level	99%	97.6%	98.8%	99.2%	97.4%
Percentage of students who demonstrated increased self-confidence on the Youth Outcome Survey (YOS)	94%	81%	85%	84%	92%
Percentage of mentored students who demonstrated an improvement in relationships on the Youth Outcome Survey (YOS)	87%	89.4%	90%	92%	92%

Communities in Schools (CIS)

The CIS program is governed by Texas Education Code §33.151-159; 19 Texas Administrative Code, Chapter 89, Subchapter EE; and the General Appropriations Act, Article III, Rider 22, 86th Texas Legislature, 2019-2020. CIS is a collection of affiliated non-profit corporations that place full-time staff within each school to deliver a wide range of services to students most at-risk of dropping out. Campus-based programming can include crisis intervention, individual counseling, support groups, life skills, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students so they can fully engage in learning and be academically successful. CIS begins work on a campus by performing a needs assessment to determine how best to help the school in supporting the student population. Tier I, or schoolwide services, are given to address the needs of the full campus population while Tier II and Tier III services offer group and individual services targeted to individual student needs. CIS engages the community and other service providers to support the work on a campus.

Monitoring, Tracking, and Effectiveness

To administer the program, TEA manages a set of policies, requirements, and a CIS student-level database. The agency provides technical support to and coordination of the CIS programs. TEA continuously monitors student data and reports performance outcomes to the legislature and other stakeholders on a quarterly basis.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 9. Communities in Schools (CIS) in Texas

Descriptions	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
CIS of Texas local programs (grantees)	27	28	28	28	28
Campuses served	850	942	939	913	967
School districts	145	146	139	142	139
Case managed students served	87,990	93,529	87,932	86,435	88,644
Average state and local expenditure per case managed	\$662	\$674	\$842	\$829	\$884
Stayed in school (7-12 th Grade)	98%	99%	98%	98%	99%
Promoted to the next grade	94%	95%	95%	96%	96%
Eligible seniors graduated	94%	95%	94%	94%	95%
Targeted for academics, improved	89%	89%	89%	90%	90%
Targeted for attendance,	79%	77%	75%	74%	77%
Targeted for behavior, improved	93%	92%	91%	93%	86%
General Revenue	\$15,521,816	\$15,521,816	\$15,521,817	\$15,521,817	\$15,521,815
TANF	\$4,842,341	\$4,842,342	\$3,898,450	\$3,898,450	\$3,898,450
TANF Admin	---	---	\$943,892	\$943,892	\$943,892
Total	\$20,364,157	\$20,364,158	\$20,364,159	\$20,364,159	\$20,364,157

Texas Academic Innovation and Mentoring (AIM)

For the 2018-2019 biennium, this prevention program was funded by the General Appropriations Act, Article III, Rider 51, 85th Texas Legislature, 2017. The purpose of Texas Academic Innovation and Mentoring (AIM) is to expand a statewide, after-school and summer program designed to close the student achievement gap between minority and low-income students and English Learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low performing schools at 69 sites across Texas to enroll in after-school and summer recreational programs that effectively address student achievement gaps through a combination of skills gap remediation and at-risk prevention services. One half of the service sites are along the Texas-Mexico border. While traditional Boys & Girls Clubs (BGC) programming addresses comprehensive prevention needs, the Texas AIM partner, Sylvan Learning Center, provides evidence-based curriculum through certified teachers with assistance provided by BGC staff. Through joint delivery of the program, children receive seamless services from two strong partners. Additionally, the staff development that BGC receives from the Sylvan partnership enables growth and capacity building for the BGC.

Monitoring, Tracking, and Effectiveness

The BGC and Sylvan Learning Center collect and monitor student data. Student level data is used during the school year to identify the academic needs of each individual student and to inform the provision of services for each student. The TEA program manager develops a progress report in order to manage program performance. The summary performance data is reported to TEA at scheduled points during the year and is reported to TEA in a final performance report at the end of the school year.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 10. Texas Academic Innovation and Mentoring

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Percentage of Texas AIM youth that advance an academic level*	83%	85%	78%	85%	84%
Number of youth served annually	2,286	3,011	3,186	3,226	3,175
Average monthly cost per youth served	\$55	\$55	\$55	\$55	\$55
Percentage of English Learners served	35%	29%	29%	21%	30%
Percentage of Texas AIM youth who received a C or better for a subject in which they received services	87%	91%	87%	92%	85%
Percentage of Texas AIM youth that passed the STAAR Test**	70%	85%	75%	69%	64%

*An academic level is defined as an increase in Growth Scale Value from pre-assessment to post

**Based on 484 students for whom STAAR data was obtained locally to the AIM program

Nita M. Lowey 21st Century Community Learning Centers: Texas Afterschool Centers on Education (Texas ACE)

This federally funded program is authorized by the Elementary and Secondary Education Act, Title IV, Part B, as amended by the Every Student Succeeds Act of 2015. The Texas 21st Century Community Learning Centers program (also known as Texas Afterschool Centers on Education, or Texas ACE) assists students, particularly students who attend low-performing schools, in meeting challenging academic standards by providing them with academic enrichment and a broad array of additional programs and activities during non-school hours and periods when school is not in session (e.g., after school and summer). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and target the students' academic and other needs. This federal formula grant is awarded to the Texas Education Agency, which competitively awards grants to eligible entities and supports those entities in implementing high-quality programs in communities across the state.

Monitoring, Tracking, and Effectiveness

All Texas ACE programs operate under a set of guidelines that consists of federal statutory requirements and program-specific requirements and a Texas ACE Blueprint that integrates requirements with state priorities, evidence-based research, and best practices to form a continuum of performance. When implemented with fidelity, optimized Texas ACE programs are designed to improve student performance on state assessments, core course grades, on-time grade level advancement, school day attendance, discipline referrals, high school graduation rates, and high school career competencies. The state office provides resources and supports to all Texas ACE grantees including robust in-person and virtual training opportunities, individualized technical assistance, data collection and reporting tools, local program evaluation support, program implementation monitoring, and online resources.

The Fiscal Year data reported in the following table is for the fall, spring, and summer program terms. Fall programming starts during August or September depending on the calendar of the school campus served.

Table 11. Texas Afterschool Centers on Education (Texas ACE)

	FY 2015 (76 Programs)	FY 2016 (76 Programs)	FY 2017 (66 Programs)	FY 2018 (66 Programs)	FY 2019 (83 Programs)
Total Students	121,821	120,617	111,380	108,902	129,884
Total Regular Students *	76,672	45,101	68,640	71,506	80,332
Total Non-Regular Students	45,149	42,193	42,740	37,396	49,552
Limited English Proficiency Youth	19%	20%	21%	20%	16%
Economically Disadvantaged	65%	66%	71%	71%	52%
Special Needs	7%	7%	7%	7%	5%
At Risk	52%	51%	55%	56%	40%
Migrant	9%	9%	9%	1%	1%
ESL	1%	1%	1%	9%	7%

* Regular students are those served for 30 days or more during the year. For programs that started in Fiscal Year 2017, regular students are those served for 45 days or more.

Texas Military Department

TEXAS CHALLENGE ACADEMY (TCA)

The Texas ChalleNGe Academy (TCA) is an evidence-based program designed to provide opportunities to adolescents who have dropped out of school but demonstrate a desire to improve their potential for successful and productive lives. A voluntary, preventive program, the National Guard Youth ChalleNGe Program (NGYCP) helps young people improve their life skills, education levels, and employment potential. Sixteen-to-18-year-old male and female high school dropouts are eligible to apply for the 17-month program, which includes a five-month residential phase followed by a 12-month mentoring phase. TCA was created in 1994 as an AmeriCorps Program and transitioned to a National Guard Youth ChalleNGe Program (Seaborne ChalleNGe Corps) in 1999. Hurricane Ike's landfall on Galveston Island in 2008 forced the program to relocate to Sheffield, Texas. Texas opened a second campus in Eagle Lake, which began serving students in July 2015. In December 2018, after recommendations from the Sunset Commission, Texas closed the campus in Sheffield and consolidated resources into the Eagle Lake campus.

Authorized and funded through the Department of Defense, the National Guard Bureau is responsible for management and oversight of the 42 ChalleNGe academies that have graduated more than 179,000 participants to date. Led by professionals who emphasize structure, discipline, education and life skills, the Youth ChalleNGe Program provides those who drop out of school the chance to grow into productive and accomplished young adults.

Monitoring, Tracking, and Effectiveness

Independent evaluations have found the Youth ChalleNGe program to be effective. MDRC, a social policy research organization, concluded a multi-year evaluation of the Youth ChalleNGe Program and found it significantly improves the educational attainment, employability and income earning potential of those who participate in the program.³ A RAND Corporation cost-benefit analysis found the Youth ChalleNGe Program generates \$2.66 in benefits for every dollar expended on the program, a return on investment of 166 percent.⁴ This rate of return is substantially above that for other rigorously evaluated social programs that target disadvantaged youth. Recently, Promising Practices Network identified the ChalleNGe Program as a "proven" program.⁵ The Texas ChalleNGe Academy has graduated 1011 students in the past five years with an average high school completion rate of 66%. The average academic growth rate was two years, with an average of five academic credits recovered during the 22-week residential phase. Available performance outcomes, outputs, and efficiencies for Fiscal Years 2015-2019 are listed below:

Table 11. Texas Challenge Academy

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Enrolled	315	403	358	214	218
Graduated	231	265	241	183	91**
Retention %	73.3%	65.8%	67.3%	85.5%	67%**
HS Completion	147	157	167	126	63%**
HS Completion %	63.6%	57.9%	69.3%	68.9%	69.2%**
TABE Math Growth (years)	2.0*	2.0*	2.0*	1.7*	1.8**
TABE Reading Growth (years)	2.0*	2.0*	2.0*	1.6*	1.7**
AVG # of Credits per student	6	5.5	5	4.5	4.4**

* Grade equivalent reporting changed to reporting the total combined growth. TABE is not a fair representation of academic growth based on student interest at time of post-test.

** Due to the COVID-19 pandemic, 92 students were sent home on 24 March 2020 and the class was cancelled. 12 students were able to finish all program requirements (through DL) with 8 receiving their high school diploma and recovering 80 credits.

³MDRC. (2011). *Staying on Course: Three-Year Results of the National Guard Youth ChalleNGe Evaluation*

⁴RAND Corporation. (2012). *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program*.

⁵<http://www.promisingpractices.net/program.asp?programid=275>

SECTION 4: Dropout and Delinquency Prevention and Intervention Coordination Activities of Rider 17.05 Workgroup

In the previous year, workgroup member agencies have engaged in the following activities:

- Provided delinquency, dropout prevention, and intervention programs funded by participating agencies, including the populations and locations served and evidence of the program effectiveness. (See Appendix A)
- DFPS hosted the annual Partners in Prevention Conference in November 2019. This conference creates an opportunity for contractors, community partners, and other professionals in the field from across Texas to network and to acquire comprehensive information on the prevention of child abuse and neglect and related problem behaviors such as family violence, substance abuse, and juvenile delinquency. DFPS, TJJD, and TEA presented on topics regarding prevention during the 2019 conference.
- Informed the convening of an Education Summit titled Advancing Behavioral Health Collaborations for Student Success held in November 2019. This summit is a professional development for staff who work with school aged children and youth, including staff from the agencies.
- Shared information and updates on agency and legislative activities which stand to impact various prevention/intervention efforts, including:
 - TEA efforts to strengthen support for special student populations, including students who are disabled, English learners, homeless, in foster care, displaced, trafficked, migrant, pregnant and/or parenting, military connected, have mental health or behavioral health challenges, are highly-mobile, or are at-risk.
 - The TEA Special Populations Department and Highly Mobile and At-Risk Students Division focuses on implementing strategic priorities for these populations.
 - 86th Legislative activities that support dropout or delinquency prevention/early intervention, such as:
 - Dissemination of information to schools on new resources available for training in trauma-informed practices, safe and supportive schools.
 - TEA, DFPS, HHSC, TJJD provided input into a rubric template to identify community resources pursuant to SB 11, 86R.
 - TEA, DFPS, TJJD and HHSC provided training for twenty education service centers (ESCs) on state resources available from each agency. This information was used by ESCs to help them identify regional resources to support school mental and behavioral health on the rubric template, pursuant to SB 11, 86R.
 - Dissemination of information to community youth service providers on the range of programs and services available across systems.

SECTION 5: Key Considerations and Next Steps in Coordinating Services

CONSIDERATION 1: Addressing Dropout Prevention, Truancy, and Student Re-Engagement in the time of COVID-19.

In the 2019-2020 school year, districts and campuses identified 2.7 million students as “at-risk.” As a result of the COVID-19 pandemic, many students, including those not previously identified as at-risk, experienced academic disruptions ultimately leading to disengagement and becoming uncontactable.

Students also encountered challenges relating to food and housing insecurities, child abuse and neglect, mental health challenges and crisis which are all risk factors and indicators for truancy and dropping out of school.

As the 2020-2021 school year approaches, districts and campuses across Texas must use data to strategically plan innovative outreach efforts and provide resources and supports for the thousands of students who became uncontactable and/or dropped out of school due to the COVID-19 pandemic.

In order to inform policy makers and support best practices, TEA required Local Education Agencies (LEAs) to submit a crisis code indicator to track online student engagement during COVID-19. For each student enrolled on the last day of school in the 2019-2020 school year, each LEA reported a code representing the varying degree to which the students were engaged (e.g. completing assignments) and contactable (e.g. responsive to teacher outreach).

The codes tracked students in four specific ways: 1) Fully Engaged 2) Engagement Recovered 3) No or Lost Engagement or 4) No or Lost Contact. The LEA also reported change over time in the student’s pattern of engagement and contact. (**See chart below for more information.)

Table 12. Summary of Student Engagement- All Students:

Pattern	Percentage of students reported
Fully Engaged	88.72%
Engagement Recovered	2.27%
No or Lost Engagement	7.23%
No or Lost Contact	1.78%

****TEA COVID-19 Summary of Student Engagement in Virtual Learning in School Year 2019-2020**

Table 13. Student Engagement Pattern by Economically Disadvantaged Status:

Pattern	Economically Disadvantaged	Non-Economically Disadvantaged
Fully Engaged	84.50%	95.18%
Engagement Recovered	3.06%	1.07%
No or Lost Engagement	9.93%	3.10%
No or Lost Contact	2.52%	0.65%

**** [TEA COVID-19 Summary of Student Engagement in Virtual Learning in School Year 2019-2020](#)**

Overall, 11.3% of students attending Texas public schools either did not complete assignments or did not respond to teacher outreach for a period of time. Students identified as economically disadvantaged had a higher percentage of disengagement than students who identified as non-economically disadvantaged.

LEAs are required to submit a crisis code indicator on all students attending in the 2020-2021 school year. The coordination workgroup recognizes there may be policies or additional strategies that the state could

implement based on the data collected to increase effective coordination between school districts and state sponsored community intervention and prevention programs.

Schools, students, and the community will need resources and practical strategies to address student support, engagement, truancy, dropout prevention and intervention, and academic achievement.

The [TEA COVID-19 Support: Special Populations Webpage](#) hosts various resources, tools, and guidance to support districts and campuses mitigate challenges for their special student populations, including, the [School Year 2020-2021 Engaging Highly Mobile and At-Risk Students Guide](#).

To address this consideration, the workgroup will:

- Utilize available data, to include crisis code data, and continue to identify additional coordination activities to increase awareness of community-based resources available to schools.
- Assist prevention and intervention providers with professional development in engaging schools, building effective partnerships with them, and thinking “outside of the box” to address students adversely impacted by the COVID-19 pandemic.
- Share any workgroup recommendations resulting from the impact of COVID-19 with leadership of each agency.
- Determine strategies collaboratively to address truancy and dropout prevention impacted by the COVID-19 pandemic.
- TEA’s Highly Mobile and At-Risk Students Division will continue to provide additional resource information for schools on its website and through interagency training, coordination, and technical assistance.

CONSIDERATION 2: Implementation of the Safe and Supportive School Program to support dropout and delinquency prevention and intervention, and at-risk students

TEA developed Safe and Supportive School Program; a comprehensive and holistic approach to school safety as a result of SB 11, 86R. Commissioner rules detailing this program are scheduled to be effective in November 2020. The comprehensive approach to school safety, addresses prevention, intervention, and support for all students. Truancy and dropout prevention related activities are built into the SSSP. School climate, educator training, mental and behavioral health, data collection, and implementation of a multi-tiered systems of support framework are key components of the SSSP that tie directly to dropout prevention, delinquency, and truancy intervention. TEA is in the process of developing training, resources and guidance to support schools with the roll-out of the SSSP in the 2020-2021 school year (once the rules are effective).

To address this consideration, the workgroup will:

- TEA to share with tri-agency workgroup about the SSSP, once the rules are effective, and determine opportunities for coordination.
- Identify avenues that cross-agency activities and resources can support school districts and charter schools in implementing the SSSP. Make this information available on TEAs webpage.
- Introduce TEA’s new Safe and Supportive School Program Manager to Tri-agency workgroup to support goals of Rider 17 more broadly.
- Investigate opportunities for the workgroup to collaboratively provide districts with evidence-supported best-practice guidance or additional suggestions on promoting the educational success of at-risk students, in alignment with the goals of the SSSP.

⁶Wagner, M. (1995). “Outcomes for youths with Serious Emotional Disturbance in Secondary School and Early Adulthood.” *Critical Issues for Children and Youths*. 5(2).

⁷Texas Juvenile Justice Department. TJJD Commitment Profiles for FY 2014. Data distributed to Regionalization Task Force Members. Sept. 2015.

⁸Texas Juvenile Justice Dept. TJJD Commitment Profiles for FY 2014. Data distributed to Regionalization Task Force Members. Sept. 2015.

CONSIDERATION 3: Implementing Mental and Behavioral Health to Equip and Support Schools with Engaging Students.

TEA is developing new training materials to implement in the 2020-2021 as required by SB 11, HB 18, and HB 906 to expand the states infrastructure on mental and behavioral health. These resources are available on the [TEA Mental Health and Behavioral Health Webpage](#) to all agencies to assist with addressing multiple components of school mental and behavioral health.

In the 2019-2020 school year, TEA also developed mental and behavioral health resources for schools to implement during COVID-19 to support schools with engaging students remotely and addressing mental health needs. These resources are posted on TEA's COVID 19 Webpage under General Support at: <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-general-support>

To address this consideration, the workgroup will:

- Explore opportunities to engage with the Texas Statewide Coordinated Behavioral Health Council, led by the Health and Human Services Commission (HHSC), in order to improve provider referral networks, and increase access to behavioral health services for youth who are at-risk.
- TEA will convene web-based trainings and virtual office hours. TEA will invite the workgroup agencies to share resource information that can support school mental and behavioral health. The ESCs can benefit from this information and help schools connect and partner with providers supported by the state agencies.
- TEA provides information and training to schools on mental and behavioral health through Webinars, professional learning communities with ESCs, at conferences and ongoing technical assistance to schools.

TEA will continue to develop additional resources to support positive behavior interventions, such as trauma-informed practices, multi-tiered systems of support, and restorative discipline practices for at-risk students through its Special Populations Department and will engage the workgroup in this process.

APPENDIX A: Detailed Information of Workgroup Agency Delinquency and Dropout Prevention and Intervention Services

Rider 17.07 Coordination of Prevention Services Workgroup

Department of Family and Protective Services

Statewide Youth Services Network (SYSN)

Provides prevention and early intervention programs that seek to increase protective factors and target services to at-risk youth for prevention of poor outcomes associated with juvenile delinquency. SYSN contracts provide community and evidence-based juvenile delinquency prevention programs focused on youth ages 10-17 in each DFPS region. The SYSN program is funded through Rider 38 during the 86th Legislature.

All data for the following grantees is pulled from DFPS Contracts for Prevention and Early Intervention:

Big Brothers Big Sisters Lone Star

Total Funds Fiscal Year 2019: \$637,500

Brief Description of Program: PEI funds allow state-level grantees to identify areas of high need and vulnerability, and target specific support to local communities; therefore, the level and extent of services by county varies. Services offered by providers include community and school-based mentoring, youth leadership development, and youth skills.

Number of Youth Served Fiscal Year 2019: 1397

Counties Served: Anderson, Angelina, Archer, Armstrong, Atascosa, Austin, Bailey, Bandera, Baylor, Bee, Bexar, Borden, Bosque, Bowie, Brazoria, Brazos Briscoe, Brooks, Brown, Burnet, , Callahan, Cameron, Camp, Carson, Cass, Castro, Chambers, Cherokee, Childress, Clay, Cochran, Coke, Coleman, Collin, Collingsworth, Colorado, Comal, Comanche, Concho, Cooke, Cottle, Crosby, Dallam, Dallas, Dawson, Deaf Smith, Delta, Denton, Dickens, Dimmit, Donley, Duval, Eastland, Edwards, El Paso, Ellis, Erath, Fannin, Floyd, Fort Bend, Franklin, Freestone, Frio, Gaines, Garza, Gray, Grayson, Gregg, Grimes, Guadalupe, Hale, Hall, Hansford, Hardeman, Hardin, Harris, Harrison, Hartley, Hays, Hemphill, Henderson, Hidalgo, Hill, Hockley, Hood, Hopkins, Houston, Hudspeth, Hunt, Hutchinson, Jack, Jackson, Jasper, Jefferson, Jim Wells, Jim Hogg, Johnson, Jones, Karnes, Kaufman, Kendall, Kenedy, Kent, Kerr, Kimble, King, Kinney, Kleberg, La Salle, Lamar, Lamb, , Lavaca, , Leon, Liberty, Lipscomb, Live Oak, Lubbock, Lynn, Marion, Mason, Matagorda, Maverick, McLennan, Medina, Montague, Montgomery, Moore, Morris, Motley, Nacogdoches, Navarro, Newton, Nolan, Nueces, Ochiltree, Oldham, Orange, Palo Pinto, Panola, Parker, Parmer, Polk, Potter, Rains, Randall, Real, Red River, Roberts, Robertson, Rockwall, Runnels, Rusk, Sabine, San Augustine, San Jacinto, San Patricio, Shelby, Sherman, Smith, Somervell, Starr, Swisher Tarrant, Taylor, Terry, Titus, Tom Green, Travis, Trinity, Tyler, Upshur, Uvalde, Van Verde, Van Zandt, Walker, Waller, Washington, Webb, Wharton, Wheeler, Wichita, Willacy, Williamson, Wilson, Wise, Wood, Yoakum, Zapata, and Zavala.

Eligibility Requirements: Youth ages 6 through 18 years, and target ages 10 through 17 years.

Data Elements Collected: Demographic Information, risk factors, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: Use of evidence-based programs. Use of Big Brothers Big Sisters (BBBS) Strength of Relationship Survey measuring happiness, closeness, and coping. Also uses the BBBS Youth Outcome Pre-Post Survey measuring dimensions of the mentoring relationship (social competence, scholastic competency, social acceptance, educational expectations, grades, truancy, attitudes towards risk, parental trust, and presence of special adult). These measures have been found to be reliable and valid based on previous youth development research.

Texas Alliance of Boys and Girls Clubs

Total Funds Fiscal Year 2019: \$1,252,500

Brief Description of Program: Providers deliver evidence-based programs such as Boys & Girls Club Experience, SMART Moves youth-based curriculum, and youth leadership development that proactively increase protective factors in youth including involvement with positive peer groups, involvement with school and community, and presence of caring adults other than parents in the youth's life.

Number of Youth Served Fiscal Year 2019: 2,568

Counties Served: Angelina, Austin, Bandera, Bastrop, Bell, Bexar, Brazoria, Brazos, Brown, Burnet, Caldwell, Cameron, Collin, Colorado, Cooke, Coryell, Culberson, Dallam, Dallas, Dawson, Denton, Ector, El Paso, Ellis, Falls, Fayette, Fort Bend, Grayson, Gregg, Hardin, Harris, Harrison, Hays, Hidalgo, Hill, Hockley Houston, Hunt, Kerr, Kleberg, Lampasas, Lubbock, Matagorda, Medina, Menard, Midland, Nacogdoches, Nueces, Polk, Potter, Randall, Rockwall, Rusk, Tarrant, Taylor, Tom Green, Travis, Val Verde, Victoria, Walker, Waller, Washington, Webb, Wharton, Wichita, Wilbarger, Williamson, and Zapata.

Eligibility Requirements: Youth ages 6 through 18 years, and target ages 10 through 17 years.

Data Elements Collected: Demographic Information, risk factors, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: Use of evidence-based programs. Programs include Boys & Girls Club Experience, SMART Moves youth-based curriculum, and youth leadership development.

Community Youth Development (CYD)

To reduce juvenile crime in 23 targeted zip codes that have the highest incidence of juvenile crime in the State of Texas, the CYD program contracts with community-based organizations to develop juvenile delinquency prevention programs in zip codes with high juvenile crime rates. The benefit is a reduction in referrals to juvenile probation and an increase in protective factors by participating youth. This program was originally funded through Rider 23 during the 74th Legislature and has subsequently become part of PEI's funding strategy.

All data for the following grantees is pulled from DFPS Contracts for Prevention and Early Intervention:

City of Austin Health and Human Services

Total Funds Fiscal Year 2019: \$482,956.07

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,149

Counties Served: Travis

City: Austin

Zip Code: 78744

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them.

Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

City of Corpus Christi Parks & Recreation

Total Funds Fiscal Year 2019: \$428,068.99

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 753

Counties Served: Nueces

City: Corpus Christi

Zip Code: 78415

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them.

Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Communities in Schools - Heart of Texas

Total Funds Fiscal Year 2019: \$561,787.43

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 818

Counties Served: McLennan

City: Waco

Zip Code: 76707

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them.

Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Community Council of Greater Dallas (CCGD)

Total Funds Fiscal Year 2019: \$900,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,266

Counties Served: Dallas

City: Dallas

Zip Codes: 75216, 75217

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

El Paso Human Services, Inc.

Total Funds Fiscal Year 2019: \$490,092

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 669

Counties Served: El Paso

City: El Paso

Zip Code: 79924

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Harris County Protective Services for Children and Adults

Total Funds Fiscal Year 2019: \$900,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,958

Counties Served: Harris

Cities: Gulfton, Pasadena

Zip Codes: 77081,

77506

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Lubbock Regional MHMR

Total Funds FY 19: \$565,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,877

Counties Served: Lubbock

City: Lubbock

Zip Code: 79403, 79404 & 79415

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Rio Grande Empowerment Zone Corporation

Total Funds Fiscal Year 2019: \$1,447,500

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 3,302

Counties Served: Hidalgo & Willacy

City: McAllen, Pharr, Raymondville & Lyford

Zip Code: 78501, 78577, 78569, & 78580

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Southwest Key Programs, Inc.

Total Funds Fiscal Year 2019: \$349,993.01

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,007

Counties Served: Webb

City: Laredo

Zip Code: 78046

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Tarrant County

Total Funds Fiscal Year 2019: \$450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,116

Counties Served: Tarrant

City: Fort Worth

Zip Codes: 76106, 76164

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

The Children's Center

Total Funds Fiscal Year 2019: \$500,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,043

Counties Served: Galveston

City: Galveston

Zip Code: 77550

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

The Good Samaritan Service Center of Brownsville

Total Funds Fiscal Year 2019: \$449,995.11

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 863

Counties Served: Cameron

City: Brownsville

Zip Code: 78520

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

The Good Samaritan Service Center of San Antonio

Total Funds Fiscal Year 2019: \$449,956.23

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,014

Counties Served: Bexar

City: San Antonio

Zip Code: 78207

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

United Way of Amarillo & Canyon

Total Funds Fiscal Year 2019: \$450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served Fiscal Year 2019: 1,048

Counties Served: Potter

City: Amarillo

Zip Code: 79107

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre-adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

Community Youth Development (CYD) Youth Summit:

The Youth Summit is an annual event held for select participants of the DFPS CYD program with a goal of developing leadership skills and attitudes as well as providing youth with an avenue to solve problems relevant to their communities rather than have solutions imposed on them without input and opportunity to formulate and then present their own ideas and opinions. Participation is open to Community Youth Development (CYD) participants that are active in their Youth Advisory Council (YAC).

Texas A&M Agrilife Research

Total Funds Fiscal Year 2019: \$170,750

Brief Description of Program: The Youth Summit provides a unique leadership development and skill building opportunity for CYD youth. During the four-day summit, youth participate in interactive and enriching workshops, such as "The Art of Change", "Finding your Voice", "Self-Care for Teens", "Personal Finances", "How to Succeed in College", and more. The goal of the Summit workshops and experience is for youth to take the tools and lessons learned back to their community, to support their own success, as well as develop action plans addressing the needs of local youth and families.

Number of Youth Served Fiscal Year 2019: 92

Counties Served: All Eligible CYD ZIP Codes Statewide

Eligibility Requirements: Youth, 13-17 years, who reside in or attend school in the targeted zip code and have been active in their local Youth Advisory Committee over the past year.

Data Elements Collected: Demographic Information, juvenile probation status, services provided, and attendance.

Evidence of Effectiveness: Summit Evaluation Survey.

Texas Military Department

Texas Challenge Academy (TCA)

The mission of the Texas Challenge Academy (TCA) is to reclaim the potential of at-risk teens through mentoring, education, training and volunteer service. The program is a seventeen-and-a-half-month voluntary program for 16-18 year old high school dropouts or those at risk of dropping out. Youth who volunteer to attend the program learn about TCA from various sources including school counselors, advertising campaigns, juvenile case workers, juvenile justice sources and word of mouth from previous attendees. The initial portion of the program is a 22 week residential phase with a quasi-military (learn to adhere to military courtesies, discipline and a regimented schedule) approach. During this phase, the cadets complete the eight core components (academic excellence, responsible citizenship, leadership/followership, service to community, jobs skills, life coping skills, health and hygiene, and physical fitness). All the youth are given the opportunity to earn a high school diploma and/or GED or earn credits to return to their home high school. During the residential phase, each youth is paired with an adult mentor of their choosing who will assist them during the entire 12 month post residential phase to ensure they stay on track with their "Post Residential Action Plan" that they developed during the residential phase. All cadets will complete a minimum of 40 hours of community service projects during the residential phase. While the academic opportunities are a vital part of the residential phase, the benefits of the non-cognitive skills developed through the other core components and the discipline and structure of the military training model has shown to greatly enhance the young person's chances for future success. The program is provided at no cost to the youth or their family and is funded by a combination of federal and state funds (75% federal, 25% state). The Eagle Lake campus is one of the 42 National Guard Youth Challenge Programs which are located in 32 states, Puerto Rico and the District of Columbia. The National Guard Youth Program has been operating nationally since 1993 and for twenty-one years in Texas.

Total Funds FY 19: \$4.1 million (\$3.1 million federal and \$1.03 million state)

Brief Description of Program: The mission of the Texas Challenge Academy (TCA) is to reclaim the potential of at-risk teens through mentoring, education, training and volunteer service. The program is a seventeen and a half month voluntary program for 16-18 year old high school dropouts or those at risk of dropping out.

Number of Youth Served FY 19: 91 graduates (In response to the COVID-19 pandemic, we cancelled the second class of the year on 24 March 2020 and sent 92 students home.

Program Locations: Eagle Lake campus serving youth statewide (Program has four recruiters to select students from all over the state)

Eligibility Requirement: 16-18 years old, citizen of Texas/US, not currently on parole/probation for other than "juvenile offenses", no felony convictions or pending charges, drug free at admission, drop out or at-risk of dropping out

Data Elements Collected: Number of graduates, percent completing HSD/GED or credit recovery, percent completing post residential phase, hours of community service

Evidence of Effectiveness: Independent study by MRDC¹⁰. A recent RAND Corporation cost-benefit analysis found the Youth Challenge Program generates \$2.66 in benefits for every dollar expended on the program, a return on investment of 166%.¹¹

¹⁰MDRC. (2011). *Staying on Course: Three-Year Results of the National Guard Youth Challenge Evaluation*

¹¹RAND Corporation. (2012). *A Cost-Benefit Analysis of the National Guard Youth Challenge Program*.

Texas Education Agency

Academic Innovation and Mentoring (AIM)

Total Funds Fiscal Year 2019: \$2,250,000

Brief Description of Program: Academic Innovation and Mentoring (AIM) is designed to close the gaps in the student achievement among minority and low-income students and English Learners who are at risk of dropping out. Texas AIM is an innovative partnership between Texas Alliance of Boys and Girls Clubs (BGC) and the Sylvan Learning Centers. Support services for students include: after-school academic instruction and tutoring, assigned adult advocates, parent engagement activities, character and leadership development in problem-solving and decision-making, fine arts activities, sports, fitness, recreation, and health and life skills. Texas AIM supports a data system to assess needs, plan services, and monitor student performance and engagement.

Number of Youth Served Fiscal Year 2019: 3,175

Program Locations: 69

Eligibility Requirements: Eligibility for funding is limited to the Texas Boys and Girls Club, as specified in the General Appropriations Act, Article III.

Data Elements Collected: Percentage of students served who advanced an academic level in a math or reading assessment and number of discipline referrals.

Evidence of Effectiveness: Data elements reported in the Fiscal Year 2019 final report from Texas AIM include: average monthly cost per student (\$55), percentage of students who advanced an academic level in a math or reading assessment (84%), percentage of youth receiving a C or better in a subject for which they received services (85%), and percentage of students that passed the STAAR state assessment (64%)

Amachi

Total Funds Fiscal Year 2019: \$650,000

Brief Description of Program: The purpose of Amachi is to provide one-to-one mentoring for youth ages 6-14 whose parents or family members are incarcerated in or recently released from the prison system. Youth are engaged in mentoring relationships established primarily through partnerships with school districts, faith-based organizations, non-profit partnerships, the Texas Department of Criminal Justice, Prison Fellowship, and re-entry programs across Texas.

Number of Youth Served Fiscal Year 2019: 1,141

Program Locations: Dallas-Fort Worth metropolitan area, Houston metropolitan area, the central Texas region, El Paso, the Gulf Coast region, Hereford, Lubbock, the Texas panhandle region, and the south Texas region.

Eligibility Requirements: Big Brothers Big Sisters (BBBS) Lone Star implements the Amachi mentoring program and subcontracts with eight BBBS programs throughout Texas to provide mentoring for children of incarcerated adults.

Data Elements Collected: Data is maintained by BBBS Lone Star. Progress reports are provided to TEA quarterly. BBBS Lone Star reports outcomes to TEA annually.

Evidence of Effectiveness: During the 2018-2019 school year (Fiscal Year 2019) 1,141 students had a mentor and were served. Of these, 86% of matches that were active during the school year were sustained for at least six months. 97.4% of mentored students were promoted to the next grade level. 92% of all matches reported improvement in at least one of the four areas of personal and social well-being designed to measure self-confidence. 92% reported improvement in at least one category of improved relationships. 1.8% of the students were referred to the juvenile justice system and 2.3% of students were reported as referred to an alternative education program.

21st Century Community Learning Centers (21st CCLC)

Total Funds Fiscal Year 2019: \$107,604,189

Brief Description of Program: The purpose of the 21st CCLC program is to assist students to meet

the challenging state academic standards by providing them with academic enrichment activities and a broad array of other programs and activities during non-school hours or periods when school is not in session (such as before and after school, or during summer recess). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and are targeted to the students' academic needs. The Texas 21st CCLC program operates as the Texas Afterschool Centers on Education (ACE), or Texas ACE.

Number of Youth Served Fiscal Year 2019: 129,884 students were served during the program year that coincides with Fiscal Year 2019.

Program Locations: Eighty-three grantees operated 610 community learning centers in 144 school districts.

Eligibility Requirements: Eligible entities include a local educational agency (independent school district, open-enrollment charter school, and regional education service center), community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Competitively funded grant programs must target students that primarily attend schools eligible for school wide programs under the ESEA, Section 1114 and the families of such students.

Data Elements Collected: Program attendance, student activity participation, center activity schedule, family activity schedule, family activity attendance, staffing, and student identifiers to link to state-collected data for outcomes for required federal reporting and local program evaluation.

Evidence of Effectiveness:⁵

- Regular participation in the 21st CCLC program (60-days+) was consistently associated with higher state assessment scores in mathematics.
- Regular participation in the 21st CCLC (60-days or more) by high school students was associated with higher GPAs; more credits earned and increased grade promotion. These high school participants had an average of a 72 percent greater likelihood of being promoted to the next grade level, a 17% reduction on average statewide in school-day absences, and a 14% reduction on average statewide in disciplinary incidents during the school day.
- Higher quality programs boasted a longer duration of student attendance, fewer school-day disciplinary referrals, increased likelihood of grade promotion, and an increase in reading assessment scores.

Communities In Schools (CIS)

Total Funds Fiscal Year 2019: \$20,364,157

Brief Description of Program: The mission of Communities In Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS partners with educators, students, and parents to identify needs of students who are at-risk of dropping out of school. Campus-based programming can include crisis intervention, individual counseling, support groups, life skills, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students so they can fully engage in learning and be academically successful. CIS monitors student level data and tracks education outcomes. The CIS program model has six components: academic enhancement and support, college and career awareness, enrichment activities, health and human services, parental and family engagement, and supportive guidance and counseling.

Number of Youth Served Fiscal Year 2019: 88,644 students received intensive case management services.

Program Locations: 139 districts, 967 campuses

Eligibility Requirements: Eligible grantees include 501(c)(3) nonprofit organizations.

Data Elements Collected: Demographic information, attendance, disciplinary actions, grades,

⁵ American Institutes for Research. "Texas 21st Century Community Learning Centers: 2014-15 Evaluation Report." Prepared for the Texas Education Agency. May 2016.

statewide assessment scores, partner organizations, end of year student outcome (promoted, retained, graduated, dropped out, etc.), targeted need(s), and services provided.

Evidence of Effectiveness: During Fiscal Year 2019, 28 CIS programs served up to 898,838 students on 967 campuses in 139 school districts. Of those, 88,644 were provided with individual case management services. Reported outcomes included: 99% stayed in school (grades 7-12); 96% were promoted to the next grade (grades K-11); 95% of students that were eligible to graduate graduated; 90% of students that were targeted for academic intervention showed improvement; 77% of students that were targeted for attendance intervention showed improvement; and 86% of students that were targeted for behavior intervention showed improvement.

Texas Juvenile Justice Department
Grant S. Prevention and Early Intervention Services

Bastrop County Juvenile Probation Department

Total Funds FY 19: \$35,760

Brief Description of Program: The Cen-Tex Regional Services Department partners with school districts to provide drug awareness education to students who are at-risk for using illegal and/or prescription drugs. The program provides parenting skills and education to adults whose children, ages 6-17 years of age, are at increased risk of entering the juvenile justice system and uses the "Breaking the Cycle" Program.

Counties Served: Bastrop, Lee, Washington

Number of Youth Served FY 19: 55

Eligibility Requirements: Children between the ages of 6 and 17 years of age and are at risk of entering the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 55 youth that participated in the program, 55 youth successfully completed the program and their files were closed. No youth were referred to the probation department while participating in the program.

Bexar County Juvenile Probation Department

Total Funds Fiscal Year 19: \$556,565

Brief Description of Program: School based truancy prevention and early intervention program in partnership with Communities In Schools, Southwest Key and the North East Independent School District (ISD). The project targets children and youth who are at increased risk of delinquency, truancy, dropping out of school or referral to the juvenile justice system. The Project Connect Program, administered by Southwest Key, is designed to benefit the targeted students in their service area by increasing school attendance and decreasing substance abuse, with the objective of diverting these students from the juvenile justice system. A portion of the funds is used to purchase school uniforms and bus passes.

Counties Served: Bexar

Number of Youth Served Fiscal Year 19: 426

Eligibility Requirements: The program targets children, adolescents and youth (ages 4 through 17) not currently under juvenile justice supervision who are at an increased risk of delinquency, truancy, dropping out of school or referral to the juvenile justice system, and who are students at schools within the two targeted "elementary-middle-high school corridors" within the "Roosevelt cluster", in the NEISD. The Walzem-Krueger-Roosevelt High School Corridor refers to Walzem Elementary School, which feeds into Krueger Middle School, which feeds into Roosevelt High School. The Montgomery-White-Roosevelt Corridor refers to Montgomery Elementary School, which feeds into Ed White Middle School, which feeds into Roosevelt High School.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 426 youth that participated in the various programs only 13 were referred to the probation department.

Brooks County Juvenile Probation Department

Total Funds Fiscal Year 19: \$51,845

Brief Description of Program: The Brooks County Juvenile Probation Department partners with school districts to provide truancy prevention services through the Why Try and The Choice Bus curriculum. In addition, the department utilizes an LPC to provide one-one-one therapy services to youth, as well.

Counties Served: Brooks

Number of Youth Served Fiscal Year 19: 124

Eligibility Requirements: Children between the ages of 6 and 17 years of age and are at risk of entering the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 124 youth that participated, all youth promoted to the next grade level; 35 of the 56 youth that took the STARR test passed one or more areas, and only 5 were referred to the probation department while participating in the program.

Burnet County Juvenile Probation Department

Total Funds Fiscal Year 19: \$14,498

Brief Description of Program: Uses trained facilitators to deliver Curriculum Based Support Group program, a research-based curriculum, which reduces anti-social attitudes and rebellious behavior through small group character-building classes.

Counties Served: Blanco, Burnet, Gillespie, Llano, and San Saba

Number of Youth Served Fiscal Year 19: 40

Eligibility Requirements: Participants are fourth and fifth grade at-risk youth in certain elementary schools

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 39 of 40 students completed the program successfully. Only 3 students were referred to the probation department.

Cameron County Juvenile Probation Department

Total Funds Fiscal Year 19: \$106,510.32

Brief Description of Program: The prevention and intervention program provides services at the Harlingen Outreach Center. The purpose is to provide safe and structured afterschool activities, including mentoring, tutoring, educational opportunities and social activities, with a focus on increasing school attendance and academic achievement: after school and summer programs with an educational curriculum, social activities, recreational activities, tutoring, mentoring, arts and crafts, and presentations from different agencies in our community.

Counties Served: Cameron

Number of Youth Served Fiscal Year 19: 95

Eligibility Requirements: High-risk youth, ages 6-17, with a special emphasis on siblings of youth already involved in the juvenile justice system and families with CPS involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: All 35 students that participated completed the program successfully. No program participants were referred to the probation department.

Ector County Juvenile Probation Department

Total Funds FY 19: \$77,690

Brief Description of Program: A full-time intervention officer acts as an advocate for youth and works with other agencies to identify specific needs that will allow youth to remain in or return to his or her home campus. Services include home visits to assist in behavior management, school visits to assist with behavior, attendance, anger management, coping skills, social skills, substance abuse prevention and individual counseling.

Counties Served: Ector

Number of Youth Served Fiscal Year 19: 68

Eligibility Requirements: Ector ISD students ages 6-17 years of age who have been or are at risk of being suspended off campus to a Disciplinary Alternative Education Program (DAEP) and/or expelled.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals; our goals were 75% of students would not be expelled from home campus during/post services, 80% of students would increase attendance, 75% would increase grades, and 90% would complete services.

Evidence of Effectiveness: Of the 68 students receiving services in FY 19, 62 successfully completed the program. Of the 62 that completed the program, 54 had fewer school discipline reports and increased/improved their attendance, and only 4 youth were referred to the probation department for a law violation.

Ellis County Juvenile Probation Department

Total Funds Fiscal Year 19: \$144,000

Brief Description of Program: Contracts with Ennis Boys & Girls Club who provide an evidence-based afterschool mentoring program and life skills curriculum; youth are referred to the program by the Truancy Court, Municipal Court, school counselors, social agencies and parents.

Counties Served: Ellis

Number of Youth Served Fiscal Year 19: 618

Eligibility Requirements: Youth between the ages of 6 to 17, with special attention on younger children, who are at risk for juvenile justice system involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 618 youth served, 270 completed the program successfully. None of the 421 youth that participated in the program were referred to the probation department.

El Paso County Juvenile Probation Department

Total Funds Fiscal Year 19: \$136,378.93

Brief Description of Program: The El Paso Probation department provides prevention programs through several organizations to improve successful outcomes for at-risk youth. Big Brothers, Big Sisters provides mentoring, positive enrichment activities, bullying prevention and parenting education services. The Juvenile Case Management Program worked with students brought before the El Paso Municipal Court to prevent future delinquency. This program was discontinued as of January 2019 as personnel left the position supporting this program. All open cases were transferred back to the municipal court for follow-up. Permission for transitioning to increase support of the Communities in Schools truancy abatement program at a middle school that feeds into the Grant T program school was requested and approved for Fiscal Year 19. This CIS program provides a restorative discipline circles for at-risk youth.

Counties Served: El Paso

Number of Youth Served Fiscal Year 19: 124

Eligibility Requirements: At-risk youth ages 6-17 who are not involved with the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: : 68 of 124 students completed the program successfully, only 3 were referred to juvenile probation while participating in the program. Below are specific program outcomes:

Big Brothers Big Sisters:

- Number of youth carried over from previous fiscal year: 28
- Total number of youth began services this fiscal year: 25
- Total number of youth served: 52
- Total number of youth whose files were closed successfully: 21

- Total number of youth whose files were closed unsuccessfully: 0

Juvenile Case Management at Municipal Court:

- Number of youth carried over from previous fiscal year: 19
- Number of youth who began services this fiscal year: 23
- Total number of youth served: 42
- Total number of youth whose files were closed: 42
- Number of youth whose files were closed successfully: 23
- Number of youth with at least a 10% increase in attendance: 24
- Number of youth referred to probation while in the program: 1

CIS- Restorative Discipline Circles for At-Risk Youth

- Number of youth who began services this fiscal year: 30
- Total number of youth served: 30
- Total number of youth whose files were closed: 24
- Number of youth with at least a 15% increase in attendance: 23
- Number of youth with fewer school discipline reports while in the program: 28
- Number of youth who passed one or more areas of the STAAR test: 24
- Number of youth promoted to the next grade level: 24
- Number of youth referred to probation while in the program: 2

Fort Bend County Juvenile Probation Department

Total Funds Fiscal Year 19: \$61,688

Brief Description of Program: Provides juvenile probation officer to work with specialized truancy magistrate to administer intensive proactive case management for students referred for truancy; and implements a "Partners in Parenting" program, a collaboration between the Lamar Consolidated School District identified high-need elementary schools and middle schools, the Justice of the Peace Court for this area, and the Fort Bend County Juvenile Probation Department.

Counties Served: Fort Bend

Number of Youth Served Fiscal Year 19: 223

Eligibility Requirements: Students on five campuses selected by Lamar Consolidated ISD as high-risk schools for poor attendance, low grades and discipline issues

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 223 youth served during FY 2019:

- Number of youth who exhibited improved attendance: 49
- Number of youth who had fewer school discipline reports: 17
- Number of youth who successfully completed the program: 48
- Number of youth who were referred to the program department while in the program: 5

Guadalupe County Juvenile Probation Department

Total Funds Fiscal Year 19: \$94,559

Brief Description of Program: The prevention program R.I.S.E. (Respect, Invest, Strive, Engagement) provides prevention and educational services to address the needs of at risk youth and their families as identified by Guadalupe County Juvenile Services along with local community agencies in Guadalupe County, to include the DAEP's from our four public school districts, law enforcement, civic groups, municipal courts, faith based institutions, and non-profit organizations. The goal of the program is assist and educate youth and their families in developing essential life skills that will help them learn strategies and techniques for effective communication and coping skills in order to help reduce potential involvement in the juvenile justice system.

Counties Served: Guadalupe

Number of Youth Served Fiscal Year 19: 74

Eligibility Requirements: At-risk male and female adolescent's ages six (6) to seventeen (17) who have not been previously referred to our department but have been identified as being at-risk for one or more at risk behaviors

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population served and outcomes were as follows:

Total number of clients served:

- 74 youth and 12 parents/guardians
- Number of youth who began services this fiscal year: 69
- Total number of youth served: 74

Output performance measures

- Number of youth that completed the program: 68
- Number of youth who promoted to next grade level: 74
- Number of youth referred to probation department while in the program: 5

Hale County Juvenile Probation Department

Total Funds Fiscal Year 19: \$111,843

Brief Description of Program: Hale County Probation Department provides the Rainbow Days program. The county employs two full-time coordinators and one part time coordinator to provide the Curriculum Based Support Group Program to serve Hale and Swisher Counties. Participating students are between the ages of 6 and 17 years. Program youth are identified by principals, counselors, parents, and the youth themselves. The objective of the Rainbow Days program is to deter the youth from entering the juvenile justice system and to encourage the youth to stay in school.

Counties Served: Hale, Swisher

Number of Youth Served Fiscal Year 19: 292

Eligibility Requirements: Students between the ages of 6 to 17 years who are at-risk for juvenile justice involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, program completion rate

Evidence of Effectiveness: 284 of 292 youth successfully completed the program. None of the 292 participants were referred to the program department while enrolled in the program.

Hill County Juvenile Probation Department

Total Funds FY 19: \$10,657

Brief Description of Program: The program employs a certified peace officer that investigates truancy referrals and is a participant on each school district's truancy prevention plan (26 campuses in 11 districts); the officer is a liaison between the juvenile justice community and the school districts.

Counties Served: Hill

Number of Youth Served FY 19: 249

Eligibility Requirements: All students in Hill County schools

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The program received 249 referrals and all referrals were investigated. Out of the 249 referrals, 238 did not have any further court action for continued absences.

Total number of clients served:

- Number of youth carried over from previous fiscal year: 0
- Number of youth who began services this fiscal year: 249
- Total number of youth served: 249

- Total number of youth whose files were closed: 238

Output performance measures:

- Number of youth that completed the program): 238
The program tracks school attendance, which is defined as no additional referrals made to the Juvenile Resource Officer due to continued school absences that would constitute filing a complaint/case and referring to the Truancy Court.
- Number of youth with improved attendance while in the program: 238
- Number of youth referred to the department while in the program: 11

Jackson County Juvenile Probation Department

Total Funds Fiscal Year 19: \$21,816

Brief Description of Program: The Jackson County Probation Department contracted with the *Turn Around Program* to provide services. The goals of this program are to improve academic performance, develop computer skills, improve classroom participation; improve and develop social skills, provide pathways to higher education and vocation training; and avoid entry into the juvenile justice system.

Counties Served: Jackson

Number of Youth Served Fiscal Year 19: 52

Eligibility Requirements: Youth aged 6 to 17 years who are considered at-risk by the schools, due to functioning below grade level who are at-risk for failing a state assessment in one or more areas

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population information and outcomes were as follows:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 35
- Number of youth who began services this fiscal year: 40
- Total number of youth served: 52
- Total number of youth whose files were closed: 35

Output performance measures:

- Number of youth that completed the program successfully: not reported
- Number of youth referred to the probation department: 0

Kleberg County Juvenile Probation Department

Total Funds Fiscal Year 19: \$225

Brief Description of Program: Prevention/Intervention program. Services are provided to individuals that are first offenders, or referred by school or family member and include chemical dependency, anger management, and individual/family counseling. Additionally, for youth aged 15 to 17, local businesses will be solicited to provide internship or apprenticeship opportunities.

Counties Served: Kleberg

Number of Youth Served Fiscal Year 19: 2

Eligibility Requirements: Youth 10 to 17 years old who exhibit at-risk behaviors and are referred to the program/ probation department by a parent, school, or other agency

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population information and outcomes were as follows:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 0
- Number of youth who began services this fiscal year: 2
- Total number of youth served: 2
- Total number of youth whose files were closed: 1

Output performance measure:

- Number of youth that completed the program: 1
- Number of youth referred to probation: 0

Lampasas County Juvenile Probation Department

Total Funds Fiscal Year 19: \$3,746

Brief Description of Program: This department provides a parent training program called A Parent's Guide to Changing Destructive Adolescent Behavior in 3-hour sessions ten-week courses.

Counties Served: Lampasas

Number of Youth Served Fiscal Year 19: 26

Eligibility Requirements: Parents of students who are considered out of control, ages 10 and up

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness:

Of the 26 youth served, 21 completed the program successfully.

Randall County Juvenile Probation Department

Total Funds FY 19: \$9,440

Brief Description of Program: Contracts with Texas AgriLife Extension Service for Randall County to work with selected youth on a 4-H swine project. 4-H swine projects require approximately 300 hours of work training, cleaning out pens, feeding, walking and preparing swine for show. Youth and their families attend periodic training sessions, combining information related to livestock management and character development

Counties Served: Randall

Number of Youth Served FY 19: 7

Eligibility Requirements: Youth in middle school, ages 12-14, who have been identified by the school district as having one or more risk factors for delinquency who are selected from referrals; at-Risk Students in Randall County are identified by Canyon and Amarillo Independent School Districts as having one or more risk factors for truancy, delinquency, dropping out of school or referral to the juvenile justice system (including but not limited to youth who are in single parent homes, who have one or both parents with no contact, learning challenges, limited resources such as participation in free or reduced lunch program, or any other indicators that might limit their ability to succeed in the educational system.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness:

Of the 9 students interviewed, 7 were chosen to participate in the program; 6 of 7 students completed the program successfully.

Program specific outcome performance measures:

The program tracks school attendance, with requiring students to follow 'No pass/ No play' rules.

- Number of youth with improved attendance while in the program: 6
- Number of youth with fewer school discipline reports while in the program: 6
- Number of youth who passed one or more areas of the STAAR this FY: 6
- Number of youth who promoted to next grade level, this FY: 6
- Number of youth referred to probation department while in the program: 0

Rockwall County Juvenile Probation Department

Total Funds FY 19: \$39,640

Brief Description of Program: Stepping Stones – Prevention and Intervention Programs for Youth provides substance abuse outpatient services, mental health counseling services, on-line education, and credit recovery as needed.

Counties Served: Rockwall

Number of Youth Served FY 19: 30

Eligibility Requirements: Youth who were not in attendance and referred to truancy court or behind in credits and referred to the program from Rockwall ISD or Royce City ISD. At-risk youth are referred to the department from local school districts, municipal and JP/truancy courts, CPS, and local law enforcement agencies.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Population information and outcome measures are as follows:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 1
- Number of youth who began services this fiscal year: 29
- Total number of youth served: 30
- Total number of youth whose files were closed: 28

Output performance measures:

- Number of youth that completed the program: 22
- Number of youth referred to probation department while in the program: 1

Tarrant County Juvenile Probation Department

Total Funds FY 19: \$44,571

Brief Description of Program: The Youth Advocate Programs, Inc. (YAP) offers intense case management, individualized intervention through the YAP mentoring program. YAP Advocates are trained mentors who deliver the services themselves and link youth and their families with other services. This program provides approximately two to six hours of mentoring services per week for approximately four months to each identified youth.

Counties Served: Tarrant

Number of Youth Served FY 19: 26

Eligibility Requirements: Youth (ages 6-17 years) who have siblings who are under supervision of the probation department

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, grade promotion, graduation rates, and discipline referrals

Evidence of Effectiveness: Population information and outcome measures are as follows:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 6
- Number of youth who began services this fiscal year: 20
- Total number of youth served: 26
- Total number of youth whose files were closed: 13
- Number of youth that completed the program: 12
- Number of youth referred to probation department while in the program: 1

Program specific outcome performance measures:

- Number of youth with improved attendance: 11
- Number of youth with fewer school discipline reports: 10
- Number of youth that promoted to the next grade level: 11
- Number of youth referred to probation department while in the program: 1

Tom Green County Juvenile Probation Department

Total Funds FY 19: \$96,000

Brief Description of Program: Contracts with Youth Advocate Programs, Inc. (YAP) to provide advocate mentors who work intensively with the youth (up to 15 hours per week) and then taper services to fewer hours as the youth progress in the program. Services include: Completion of an anger management program (PATTS), character building, individualized parenting and family skills

training, tutoring, behavioral and social development activities, and work supported/employment training. The length of stay for each youth range three to six months. The principles reflect the agency's ongoing commitment to family-focused programming that empowers youth and families to lead healthy, safe and productive lives.

Counties Served: Tom Green

Number of Youth Served FY 19: 27

Eligibility Requirements: High-risk youth ages 6-13 who are not involved with the juvenile justice system and referred from selected school districts

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 5
- Number of youth who began services this fiscal year: 22
- Total number of youth served: 27
- Total number of youth whose files were closed: 19

Program specific outcome performance measures:

School attendance is defined as fewer truant events and late arrivals.

- Number of youth with improved attendance while in the program: 15
- Number of youth with fewer school discipline reports while in the program: 16
- Number of youth who passed one or more areas of the STAAR this FY: 10
- Number of youth who promoted to next grade level, this FY: 17
- Number of youth referred to probation department while in the program: 0

Travis County Juvenile Probation Department

Total Funds FY 19: \$93,444

Brief Description of Program: Contracts with Southwest Key to provide the Family Keys Model (intensive home-based case management services- including daily support as needed). The program combines the concepts of wraparound case management, crisis prevention and intervention and youth and family service planning to create a holistic approach to guiding youth and families and also provides the tools for their success in the home and school setting. In addition, program youth were provided opportunities to expand their learning experiences and engage in positive youth development activities in a variety of community settings. The goals of the program are to reduce truancy and school based disciplinary referrals by working with parents to increase their engagement in the school setting and in the program, to link youth and families to community resources or natural supports, to decrease school-based behaviors and to maintain school attendance and prevent involvement in the juvenile justice system. Additionally, the case manager also assists the parents or guardians with parenting skills, job referrals, and other social supports.

Counties Served: Travis

Number of Youth Served FY 19: 53

Eligibility Requirements: Youth between the ages of 11 and 15 who are truant, running away, experiencing behavioral problems at school, or experiencing conflict with family members

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, discipline referrals, community referrals, and family involvement/ participation

Evidence of Effectiveness: Population information and outcome measures are as follows:

Total number of clients served:

- Number of youth carried over from previous fiscal year: 6
- Number of youth who began services this fiscal year: 57
- Total number of youth served: 63
- Total number of youth whose files were closed: 63

Program Outcomes:

Fifty-four (54) of 63 youth successfully completed the program, and their data was used to determine outcomes. This program tracks school attendance with a comparison of attendance records from 30 days prior to program enrollment as a baseline measure and compared to weekly attendance rates.

- Number of youth with improved attendance while in the program: 28 of 44
- Number of youth with fewer school discipline reports while in the program: 12 of 17
- Youth referred to the probation department while in the program: 0

VAL VERDE COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$61,440

Brief Description of Program: *Youth and Family empowerment Program* is designed to help youth having problems with discipline to improve attendance, reduce truancy, increase academics, and prevent juvenile justice involvement. The goals are to prevent high-risk youth from entering the juvenile justice system. The program provides substance abuse screenings, individual counseling, group education, case management series, life skills training and education, cultural and social activities, and tutoring services.

Counties Served: Val Verde

Number of Youth Served FY 19: 23

Eligibility Requirements: Youth between the ages of 7-17 who exhibit at-risk behaviors or attitudes associated with delinquency, who are not on or have ever been on formal or informal juvenile community supervision or be awaiting adjudication

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, school discipline referrals, STAAR performance, and family involvement/participation

Evidence of Effectiveness: Successful completion is defined as attendance in at least 75% of all scheduled activities. Population information and outcome measures are as follows:

Output performance measures:

- Number of youth carried over from previous fiscal year: 2
- Number of youth who began services this fiscal year: 23
- Number of youth served: 23
- Total number of youth whose files were closed: 5
- Total number of youth that completed the program: 5
- Number of youth with fewer discipline reports: 23
- Number of youth that passed one or more areas of the STARR: 23
- Number of youth that promoted to the next grade level: 23
- Number of youth referred to the probation department: 0

VAN ZANDT COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$49,892

Brief Description of Program: The “Just Kids Hands on Pets Education” program is a canine program designed to teach developmentally appropriate discipline, responsibility, compassion for life, motivational problem-solving, self-esteem and nurturing. Special needs youth may also attend a six-week program provided by licensed counselors.

Counties Served: Van Zandt

Number of Youth Served FY 19: 106

Eligibility Requirements: Children and youth ages 6-17 who are at increased risk of involvement with the juvenile justice system. Referrals come from local school districts, local law enforcement, Child Advocacy Centers, adult probation, child protective services, and local municipal courts

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 91 of 106 participants completed the program successfully.

WEBB COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$86,045

Brief Description of Program: Contracts with Southwest Key to provide the Family Keys Model (intensive home-based case management services) to youth between the ages of 11 and 13 who are truant, running away, experiencing behavioral problems at school, or experiencing conflict with family members.

Counties Served: Webb

Number of Youth Served FY 19: 33

Eligibility Requirements: Youth between the ages of 6 and 17 years of age at increased risk of involvement in the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals, parent participation

Evidence of Effectiveness: Population information and outcome measures are as follows:

Student Specific Performance and Outcomes:

- 26 of 30 youth completed the program successfully.
- 15 youth demonstrated improved attendance.
- 9 demonstrated fewer discipline reports.
- No youth were referred to the probation department while participating in the program.

WHARTON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$145,416

Brief Description of Program: The Pilgrim Rest After School Activities Program (Pilgrim Rest ASAP) targets youth that are functioning below grade level and at risk of failing the state assessment test in one or more areas, and at risk for entry into the juvenile justice system. The program provides tutoring, computer access, recreation, and food. The second program offered is the Yes WE Can (YWC) from a service provider called "Just Do IT Now". The program goals include improving academic competence, practicing satisfactory attendance, expand social skills, prepare for further education, secure a high school diploma, connect with services and avoid entry into the juvenile justice system.

Counties Served: Wharton

Number of Youth Served FY 19: 284

Eligibility Requirements: Youth between the ages of 6 to 17 who are at increased risk of involvement with the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals

Evidence of Effectiveness: Students remain enrolled in the program until they finish high school, therefore program completion numbers are not yet available. However, this fiscal year only 3 youth enrolled in the program were referred to the probation department.

WILLACY COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$29,624

Brief Description of Program: Contracts with a licensed counselor to provide youth and families with Strengthening Families program (14 sessions), an evidence-based family skills training designed to increase resiliency and minimize risk factors for behavioral, emotional, academic, and social problems. Additionally, families can receive up to five additional individual family sessions to support continued success.

Counties Served: Willacy

Number of Youth Served FY 19: 41

Eligibility Requirements: At-risk children and youth between the ages of six years through 17 years of age who are not currently under the supervision of the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals

Evidence of Effectiveness: 31 of 41 program participants were closed successfully; no youth was referred to the probation department while in the program.

WILLIAMSON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$56,410

Brief Description of Program: Grant funds supported three unique Prevention Programs: The Georgetown Project (TGP) (also received other donations), The Catalyst Collective's After School Mentoring Program, and The Ride on Center for Kids (ROCK) Camp - True Grit Camp. The Georgetown Project works with the youth development community of Georgetown, both through leadership of the TGP Collaborative for Children and Youth and through the direct programs and services. The Catalyst Collective is a mobile community committed to helping individuals develop personally, professionally, and emotionally. The Catalyst Collective program is the Hopewell After-Hours program, a mobile teen center that focuses on the holistic development of students by creating environments in schools where teens can explore their talents and passions, connect with mentors, deepen friendships and establish a stronger sense of identity, purpose and belonging. True Grit Equine Leadership Program teaches: horse care and management, respecting yourself and others, good sportsmanship/the value of helping others, leadership and trust, and celebrating accomplishments and independence.

Counties Served: Williamson

Number of Youth Served FY 19: 597

Eligibility Requirements: At-risk children, youth, and adolescents, ages 6 through 17.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals.

Evidence of Effectiveness: Effectiveness is described separately for each program. Population information and outcome measures are as follows:

The Georgetown Project

Total number of persons served: 225 unduplicated youth; 795 unduplicated adults; 35,000 households received Developmental Relationships and LOA ads; 3,300 contacts received Bridges Buzz monthly parenting newsletters; 98% of all parents/providers and school/nonprofit staff receiving Developmental Relationships or Parent/Provider training reported increase in knowledge.

The Catalyst Collective

Total number of youth served: 340

The ROCK's Camp 'True Grit Camp'

- Total number of youth served: 32
- Pre and post camp surveys were utilized to measure program specific outcomes (horsemanship, leadership, life skills).
 - 100% of campers reported gaining at least one skill in horsemanship.
 - More than 85% of the campers reported learning life and leadership skills such as bravery, perseverance, trust, patience and confidence.

WINKLER COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$27,412

Brief Description of Program: Winkler County Recreation Center (WCRC) provides an informal out-of-school-time program for juveniles. WCRC provides a consistent safe place for youth to spend time building relationships while enjoying recreational activities.

Counties Served: Winkler

Number of Youth Served FY 19: 36

Eligibility Requirements: Youth at risk for referrals to the juvenile probation department and truancy.

Data Elements Collected: Program completion, demographic information, ability to match with

juvenile referrals, school attendance rates, school discipline reports, promotion to next grade level

Evidence of Effectiveness: Population information and outcome measures are as follows:

- a. Number of youth with fewer school discipline reports while in the program: 29
- b. Number of youth who passed one or more areas of the STAAR: 36
- c. Number of youth who promoted to next grade level: 36
- d. Number of youth referred to probation department while in the program: 1

ZAPATA COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 19: \$100,454

Brief Description of Program: Zapata County has two programs *Serving Kids in Life Situations* (SKILS+) and *Futures*. SKILS+ focuses on after-school mentoring and academic enrichment. It employs research from the resiliency studies, which connect the use of mentors to model positive role relationships and to improve the youth's academic success and self-esteem (for 4th and 5th graders). The SKILS+ program offers an 8-week summer program. *Futures* is a project which attempts to divert youth from the juvenile justice system by offering them structured courses in which they can investigate potential vocational interests and also attain real-life skills. The courses include introductory and intermediate welding, culinary and nutrition ("Survival Cooking"), home maintenance and repair (HMR), and other classes are prepared and offered as need arises.

Counties Served: Zapata

Number of Youth Served FY 19: 211

Eligibility Requirements: Youth who are at risk of involvement with the juvenile justice system and who are between 10-16 years.

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals.

Evidence of Effectiveness: All 124 youth that participated completed the SKILS+ program successfully. All 87 youth that participated completed the *Futures* program successfully. Only 5 youth were referred to the probation department while in the program.

Grant T. School Attendance Improvement Project

Comal County Juvenile Probation Department

Total Funds FY 19: \$52,558

Brief Description of Program: The Student and Family Empowerment Program is now a year round program staffed by a Prevention Services Coordinator who evaluates student needs and provides community referrals and case management services to ensure the child and their family access the community or probation department programs to meet their needs; probation department programs include True Color skills groups, ropes courses, crisis counseling and contracted services for equine therapy.

Number of Youth Served FY 19: 172

Counties Served: Comal

Eligibility Requirements: Children ages 6-14 with school attendance problems who are unsupported by youth-serving agencies, churches, non-profit organizations, civic groups or neighborhood programs

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 161 of the 172 youth served completed the program successfully; 57 youth had improved school attendance while in the program; 15 had fewer school discipline reports; only 1 youth was referred to the probation department while in the program.

El Paso County Juvenile Probation Department

Total Funds FY 19: \$38,880

Brief Description of Program: Making Improvement by Targeting Attendance (MIT) operates in partnership with the Communities in Schools program at Riverside Middle School. MIT provides program orientation, assessment, intensive home-based services (service coordination, home visits, case management), supportive guidance for youth and their parents (skills building); facilitation of educational modules to select youth and families; and provides parenting classes and other community engagement activities.

Counties Served: El Paso

Number of Youth Served FY 19: 28

Eligibility Requirements: Middle school youth ages 12-15 attending Riverside Middle School and their caregivers/parents. Youth must not be currently under the jurisdiction of the juvenile probation department, have any pending formal referrals, nor be under active juvenile justice supervision. Eligible youth must have demonstrated a history of low attendance and meet at least two individual and/or familial risk factors cited in the OJJDP's database on Truancy Reduction Programs. This program provides

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 25 of 28 students successfully completed the program, 25 students had improved attendance, 25 had fewer school discipline reports, 25 passed one or more sections of the STARR and were promoted to the next grade level. Only 2 youth were referred to the probation department while participating in the program.

Karnes-Wilson County Juvenile Probation Department

Total Funds FY 19: \$113,414

Brief Description of Program: School Attendance Specialists provide intensive attendance improvement and truancy reduction services, including in-school and in-home services, individual attendance plans for each participant and identification of the root causes of truancy for each student. The program also works with the Karnes County Community Coalition, which includes mental health specialists, substance abuse prevention services, teen court, Positive Action Curriculum, and counseling services for youth and families who need additional support. Youth

referred to the Attendance Improvement Program are monitored on a weekly basis for a minimum of 30 days and referrals are made to appropriate services based on identified needs.

Counties Served: Karnes, Wilson

Number of Youth Served FY 19: 630

Eligibility Requirements: Students with histories of unexcused absences from the Floresville ISD, Karnes City ISD, and Kenedy ISD

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of 630 students served, 531 showed attendance gains in the service period. Fifty-three (53) students failed to comply with the program; 24 students withdrew from school before the service period ended, and 8 students were deemed inappropriate for the program upon intake.

Population information and outcome measures are as follows:

Data is available for 488 of the students served for discipline, STAAR and promotion data:

- Number of youth with fewer school discipline reports while in the program: 15
- Number of youth who passed one or more areas of the STAAR: 227
- Number of youth who promoted to next grade level: 387
- Number of youth referred to probation department while in the program: 3

Tarrant County Juvenile Probation Department

Total Funds FY 19: \$190,281

Brief Description of Program: The Arlington Independent School District (AISD) "Attendance Improvement Project" (AIP) reflects a collaborative effort between Tarrant County Juvenile Services (TCJS), AISD, and several community-based organizations that have a history of providing effective evidence-based models of intervention for youth and families. This program addresses chronic absences and school tardiness in a more systematic fashion prior to a truancy violation. Provides the youth and family with case management, assessment, mediation, and referral to the most appropriate community-based interventions, including trauma-informed mental health intervention as indicated.

Counties Served: Tarrant

Number of Youth Served FY 19: 203

Eligibility Requirements: Youth who are found to be chronically absent from the 1st to 8th grade

Data Elements Collected: Program length, program completion, demographic information, match with juvenile referrals, school attendance rates, grade promotion, graduation rates, and discipline referrals, and truancy and probation department referrals since program inception

Evidence of Effectiveness: Tarrant county results for Grant T are both for the year and since program inception:

2018-2019 Program results:

The program discharged 193 clients from the program in FY19. The average length of program for all participants was 179 days, with a range 15-702 days. The average length of program for successful participants was 189 days, with a range of 45-702 days. Completion status for FY19 is presented in the table below:

Completion Status	Number	Percentage
Successful	169	87.6%
Unsuccessful	9	4.7%
Other	15	7.8%
TOTAL	193	

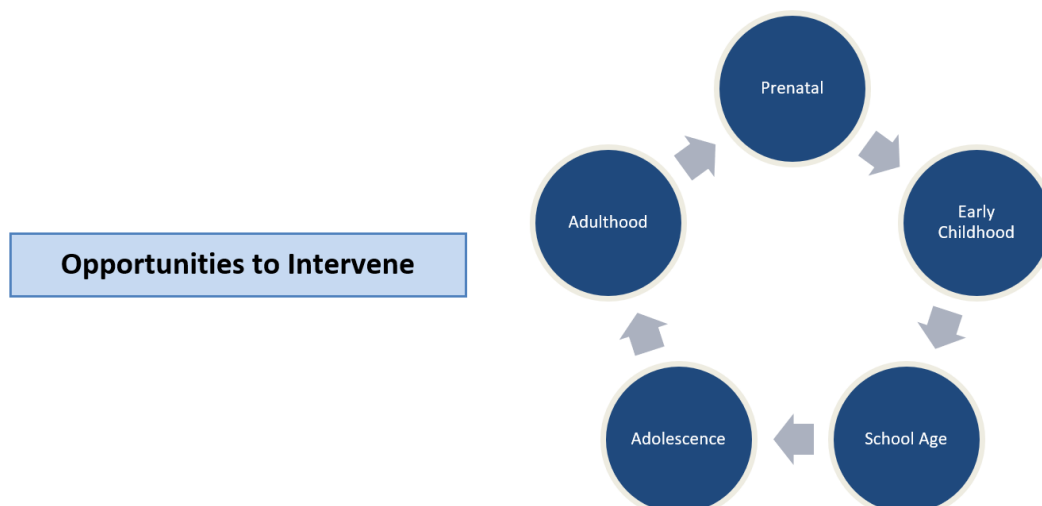
- Number of youth with improved attendance while in the program: 94 youth enrolled in Spring 2018 and 68 youth enrolled in Fall 2018 had improved attendance.

- Number of youth with fewer school discipline reports while in the program: 14 youth enrolled in Spring 2018 and 12 youth enrolled in Fall 2018 had fewer school discipline reports.
- Number of youth who promoted to next grade level, this FY: 166
- Of the 586 juvenile age eligible youth beginning the program between 1/1/2014 and 8/31/2018, 22 youth have been referred to the probation department for delinquent conduct within one year of beginning the program. Eleven of those youth were referred to the probation department while participating in the program.

APPENDIX B: Delinquency and Dropout Prevention Practices: Pursuing a Developmental Continuum of Services

The earlier prevention efforts can begin, the better, as many risk factors and predictors of dropout and delinquency begin before kindergarten. Resiliency develops over time, building upon protective factors, such as relationships established in early childhood, and evolving as a child grows into school age and adolescence. Just as preventative measures like vaccines often need to be repeated as a child grows older to extend protection from illnesses, so too do youth often require “booster shots” to extend the protective buffers established earlier in their development and to protect against new risk factors that emerge as they grow older. An intervention that provided protections during elementary school may lose its impact during middle school, for example, when another intervention may be needed to address evolving developmental needs and risk factors. A continuum of effective interventions has been identified that range from prevention programs targeting early childhood through individualized interventions that prevent justice involved youth from recidivism. Common strategies among them include:

- **Prenatal:** Interventions that provide prenatal care to expectant mothers as well as prevent expectant mothers’ exposure to alcohol, drug use, smoking, and stress have the potential to prevent many subsequent problems for a child.
- **Early childhood:** Individual and family interventions in the preschool period, such as home visits, parent training, and quality education and childcare services, are used to improve life-course outcomes.
- **School age:** Once children become of school age, they are faced with peer pressure and school risk factors. Many prevention efforts at this next developmental stage are universal school or classroom interventions focused on encouraging positive behavior social and emotional skill building. Other efforts include targeted programs for at-risk or high-need students and their families, providing smaller classroom communities, family training courses, and afterschool enrichment activities.
- **Adolescence:** Adolescent prevention programs focus on bonding students with their school and community, and span across the middle and high school years. By enhancing school climate, belonging and academic achievement through activities like service learning, positive youth development, career development, mentoring, tutoring, and counseling. These programs are designed to reduce risky behavior and keep students in school.
- **Delinquent youth:** Therapeutic models for delinquent youth have been found effective for reducing recidivism rates and strengthening relationships within families.



Appendix C: Dropout and Delinquency Prevention Resources

Several resources exist to assist the state, communities, and service providers in identifying and selecting programs and practices with demonstrated effectiveness in preventing dropout and delinquency:

- **Help for Parents, Hope for Kids.** HelpandHope.org provides resources including a video library, tip sheets, and community resources for parents of children 0-17. <http://helpandhope.org/>. In October 2020, the name of the site will transition to GetParentingTips.com
- **Prevention and Early Intervention, DFPS.** The Prevention and Early Intervention page provides information to PEI programs and links to prevention resources. https://www.dfps.state.tx.us/Prevention_and_Early_Intervention/
- **The National Center for Pyramid Model Innovations (NCPMI)**, previously known as **The Center for Evidence-Based Practice: Young Children with Challenging Behavior**, is funded by the U.S. Department of Education, Office of Special Education Programs. Their goal is to raise the awareness and implementation of positive, evidence-based practices and to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (birth – five). <https://challengingbehavior.cbcs.usf.edu/>
- **Center for Disease Control (CDC).** This organization provides information and resources on a wide variety of topics, supporting health, and educational outcomes. The website provides resources about school connectedness, health and academics, and other adolescent related topics for school personnel and families to increase protective factors helpful for school success and health outcomes, including a list of resources which can be found at: <https://www.cdc.gov/healthyouth/index.htm>, with school connectedness at the following webpage: https://www.cdc.gov/healthyouth/protective/school_connectedness.htm, and health and academics at: https://www.cdc.gov/HealthyYouth/health_and_academics/index.htm. Information regarding Adverse Childhood Outcomes (ACEs) can be found at <https://www.cdc.gov/violenceprevention/acestudy/index.html>.
- **Effective Social and Emotional Learning Programs.** The CASEL Guide shares best-practice guidelines for district and school teams on how to select and implement SEL programs. <https://casel.org/guide/>
- **The Institute of Education Sciences: What Works Clearinghouse.** This resource provides information about research, practice guides and intervention reports for dropout prevention and evidenced-based decision-making. <https://ies.ed.gov/ncee/wwc/>
- **Effective Strategies for Dropout Prevention.** The National Dropout Prevention Center/Network provides research and resources on effective strategies for dropout prevention. <http://dropoutprevention.org/effective-strategies/>
- **Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG)** is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that cover the entire continuum of youth services from prevention through sanctions to reentry. <https://www.ojjdp.gov/mpg/> **Office of Juvenile Justice and Delinquency Prevention (OJJDP).** OJJDP provides resources for effective and promising model intervention programs. <https://www.ojjdp.gov/mpg/Topic>
- **CrimeSolutions.gov.** The National Institute of Justice provides a library on effective and promising delinquency prevention programs. <https://www.crimesolutions.gov/TopicDetails.aspx?ID=62#practice>

- **Juvenile Justice Evidence-Based Practices.** This resource hub provides recent research on key issues, model policies, and reform trends relating to evidence-based practices.
<https://jje.org/hub/evidence-based-practices/>
- **What Works and What Does Not? Benefit-Cost Findings on Prevention Programs from Washington State Institute for Public Policy (WSIPP).** Lee, S., Aos, S., & Pennucci, A. (2015). *What works and what does not? Benefit-cost findings from WSIPP*. (Document Number 15-02-4101). Olympia: Washington State Institute for Public Policy.
http://www.wsipp.wa.gov/ReportFile/1602/Wsipp_What-Works-and-What-Does-Not-Benefit-Cost-Findings-from-WSIPP_Report.pdf
- **Blueprints for Healthy Youth Development.** A project of the Center for the Study and Prevention of Violence at the University of Colorado, serves as a resource for governments, foundations, businesses, and other organizations trying to make informed judgments about investments in evidence-based prevention and intervention programs that are effective in reducing antisocial behavior and promoting a healthy course of youth development.
<https://www.blueprintsprograms.org/>
- **Changing Lives: Delinquency Prevention as Crime-Control Policy (University of Chicago Press, 2006).** A book by Peter W. Greenwood outlining the history of promising and ineffective delinquency prevention interventions and public policy strategies to increase the range and quality of delinquency programs. An executive summary by the MacArthur Foundation research Network on Adolescent Development and Juvenile Justice can be found at:
<http://www.adj.org/downloads/4975Changing%20Lives.pdf>
- **SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).** NREPP is an evidence-based repository and review system designed to provide the public with reliable information on mental health and substance abuse interventions. <https://www.samhsa.gov/ebp-resource-center>
- **The National Child Traumatic Stress Network.** This organization provides information and resources on a variety of policy and program topics related to the impact of trauma on children, including the impact of trauma on learning. <https://www.nctsn.org/resources>
- **National Education Association Dropout Prevention: Make High School Graduation a Priority.** This article includes discussions about who drops out and why.
<http://www.nea.org/home/DropoutPrevention.html>